DOCUMENT RESUME

ED 250 329 TM 840 536

TITLE	Testing Results for Minority Isolated Schools. Evaluation Services Department Report No. 350.
INSTITUTION	San Diego City Schools, Calif. Evaluation Services Dept.
PUB DATE	83
NOTE	323p.; For a related document, see ED 210 335.
PUB TYPE	Statistical Data (110) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Achievement Gains; Achievement Tests; *Basic Skills; Court Litigation; Elementary Secondary Education; Minority Group Children; *Racial Composition; Racial Differences; *School Districts; *School Segregation; Scores; *Test Results
IDENTIFIERS	Comprehensive Tests of Basic Skills; *San Diego Unified School District CA

ABSTRACT

During spring 1983, approximately 12,000 students who were enrolled in the court-identified minority-isolated (MI) schools in the San Diego City Schools were administered the appropriate levels of the Comprehensive Tests of Basic Skills (CTBS). The content areas of reading, language, and mathematics were assessed. In Grades 5, 7, and 9, all district students in the regular instructional program were also tested using the CTBS and in the fall and winter, Grades 11 and 12 had been tested districtwide. The MI schools continued to show improvement in the basic skill areas measured by the CTBS. Mathematics and language data trended strongly upward in Grades K through 8. Additional data provided for those grade levels tested districtwide indicate that the "margin of difference" between test scores of the MI schools and other schools in the district has been reduced very substantially since the 1979-80 school year, especially at the elementary and junior high levels. Test results for almost all of the ethnic subgroups in the MI schools have improved considerably since 1979-80. With only a few exceptions, the average achievement levels of minority students in the MI schools has improved more than those of their ethnic counterparts in the other schools. Appendices include: excerpts of the Integration Plan court orders for 1980-81 and 1982-83, historical baseline data, and detailed CTBS test results. (Author/BW)

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L. I.

San Diego City Schools

EVALUATION SERVICES DEPARTMENT REPORT

TESTING RESULTS FOR MINORITY ISOLATED SCHOOLS

SAN DIEGO CITY SCHOOLS

SDCS

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Spring 1983

No. 350

TM 840 536

Prepared for:

Superintendent
August 2, 1983

PLANNING, RESEARCH AND EVALUATION DIVISION

SUMMARY

SAN DIEGO CITY SCHOOLS
TESTING RESULTS FOR MINORITY ISOLATED SCHOOLS

Spring 1983

The court-identified minority-isolated schools(MI) continued to show improvement in the basic skill areas measured by the *Comprehensive Tests of Basic Skills* (CTBS). Mathematics and language data trended strongly upward in Grades K through 8. Additional data provided for those grade levels tested districtwide indicate that the margin of difference" between test scores of the MI schools and other schools in the district (NON-MI) has been reduced very substantially since the 1979-80 school year--especially at the elementary and junior high levels. Test results for almost all of the ethnic subgroups in the MI schools have improved considerably since 1979-80. With only a few exceptions, the average achievement levels of minority students in the MI schools has improved more than their ethnic counterparts in NON-MI schools.

A very brief summary is provided below and on the next two pages. More information is contained in the body of this report (Pages 1 - 67). For the reader seeking very detailed data, it may be found in the appendices of this report.

COURT ORDER

The first paragraph in the December 2, 1980, court order from Judge Louis M. Welsh stated,

> *It is ordered, adjudged and decreed that: The Board of Education of the San Diego Unified School District will: 1. Implement a course or courses of study in all minority isolated schools which will result, by the dates indicated in the table below, in 50% of the students in the isolated schools achieving at or above the national norm on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics and language.*

In the Fall of 1982, additional analyses were ordered/requested. A comparison of the achievement levels in the minority-isolated schools with the other schools in the District was ordered for all grade levels which are tested districtwide. Also, the court requested that test scores be provided for ethnic subgroups.

STUDENTS TESTED

During the time interval April 18 - May 4, 1983, approximately twelve thousand students who were enrolled in the court-identified minority-isolated schools were administered the appropriate levels of the CTBS. The content areas of reading, language and mathematics were assessed. In Grades 5, 7 and 9, all district students in the regular instructional program were also tested using the CTBS. In the fall and winter, Grades 11 and 12 had been tested districtwide also.

BASELINE DATA

Since each of the 23 minority-isolated schools was a Title I school during the 1979-80 school year, each school had tested with Form S of the CTBS during the Spring of 1980. This testing information is listed in the court order as the baseline data from which the schools were expected to progress towards the court's specified goal.

Testing Results
for Minority Isolated Schools
Spring 1983

INTERIM GOALS

Provided in the 1980 court order is a table of baseline data and a charge to the San Diego Unified District to obtain student achievement tests results which "must reflect significant achievement towards these goals." In an effort to provide intermediate targets from which progress could be evaluated, the concept of "Interim Goals" was developed. Each interim goal represents a linear approximation of the advancement needed to progress from each specific baseline to the court-stated goal.

CHANGE OF TEST FORMS

In the Spring of 1982, the District began using a new version of the CTBS in Grades K-8. Grades 9-12 also changed to Form U of the CTBS this spring. A study provided by CTB/McGraw Hill made it possible to equate the data from the two different test forms. The court directed the District to provide test summary information using both sets of norms.

SUMMARY OF FINDINGS

STATUS OF ATTAINMENT OF INTERIM GOALS

Test data from Spring 1983 testing indicate that the progress rate of the achievement gains in 27 of the 35 interim goals exceeded or approximated their respective targets--using Form S norms. Using Form U norms, 22 of the 35 interim goals were exceeded or approximated.

Compared to baseline data, substantially more students are scoring at or above the national norm based on Spring 1983 CTBS results. For reading, the percent has increased from 32.0 to 45.3 percent (13.3 gain). Gains for language and mathematics are 15.7 percent (from 36.0 to 51.7) and 20.9 percent (from 39.2 to 60.1), respectively.

GRADES ONE AND TWO STATUS RE: COURT ORDER

Grades One and Two were scheduled to attain the court-stated standard this spring. Using Form S norms, the standard was met at both grades in reading, language and mathematics. Using Form U norms, the standard was attained at both grades for mathematics, but not for reading or language. Kindergarten achievement in reading and mathematics was maintained above the standard for both sets of norms. (There is no language subtest on CTBS, Form U for Kindergarteners.)

TEST SCORES IN MINORITY-ISOLATED VS. MAJORITY SCHOOLS

Part II of this report contains data which indicate that the degree of difference between MI and NON-MI schools' CTBS achievement has been reduced very significantly since the 1979-80 school year--especially at the elementary and junior high levels.

TEST SCORES BY ETHNIC SUBGROUPS IN MI AND NON-MI SCHOOLS

Achievement data were provided this year for the various ethnic subgroups for those grades tested districtwide this spring (Grades 5, 7 and 9). These data were contrasted with baseline achievement results (1979-80 school year). In all cases, the baseline achievement levels of the minority ethnic subgroups in the NON-MI schools were higher than the corresponding ethnic subgroups in the MI schools. Based on Spring 1983 CTBS test results, the NON-MI schools' "margin of advantage" over the MI schools has decreased for almost every ethnic subgroup for all grade levels presented. In some instances, the minority students in the MI schools are scoring higher than their ethnic counterparts in the NON-MI schools.

CONCLUSIONS AND RECOMMENDATIONS

The primary conclusions are related to the findings already provided above. The recommendations deal with the review of resources for curriculum development and support at the senior high level; the review of the reading program in the upper elementary grades; the continuation of the Effective Factors Study; and the creation of data bases needed for decision making. Additional conclusions and recommendations may be found on Pages 66 and 67.

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SAN DIEGO CITY SCHOOLS

TESTING RESULTS
FOR MINORITY ISOLATED SCHOOLS

Spring 1983

INTRODUCTION

Spring 1983 test results for students enrolled in San Diego City Schools' court-identified minority-isolated schools are contained in this report. More specifically, this report summarizes achievement in the basic skills areas of reading, language and mathematics as measured by a battery of nationally standardized norm-referenced tests (*Comprehensive Tests of Basic Skills*, CTBS, Forms S and U).

The purpose of this report is to provide in a single source document the summary results of Spring, 1983 achievement tests and other historical test data which are needed for reference.

There are three major parts to this report. They are described briefly below.

Part I - A summary of Spring 1983 CTBS achievement in the court-identified minority-isolated schools relative to the court-ordered standards of achievement (i.e., progress towards attainment of interim goals).

Part II - A contrast of 1982-83 student achievement in the minority-isolated versus majority schools for those grades tested districtwide.

Part III - A summary of Spring 1983 CTBS achievement by ethnicity for those grades tested districtwide.

Part I is provided in response to the December 2, 1980 court order. Included in the order is a table of initial baseline data and a set of goals relative to student achievement on the CTBS tests. Also included was a charge to the District to obtain student achievement results which progress towards the stated goals. The concept of "interim goal" was formulated to permit analysis of annual progress.

On July 21, 1982, while receiving an overview of Spring 1982 CTBS results in minority-isolated schools, Judge Orfield requested a comparison of the achievement in minority and non-minority schools. Report 315A was prepared and provided to the court in August, 1982. In the November 8, 1982 court order, the District was directed by Judge Orfield to provide similar comparative data for the 1982-83 school year for Grades 5, 7, 9, 11 and 12. Part II of this report is intended to respond to that order.

Part III of this report contains CTBS test scores for Grades 5, 7 and 9 separated by ethnicity. This type of data analysis was requested by the court in the Fall of 1982. Additional computer programs were developed to generate the data and to display the multiplicity of information found in Part III and the corresponding appendices of this report.

Due to time constraints, the narrative portion of this report is necessarily brief. The primary intent of this report is to provide meaningful and detailed data for review by various interested audiences. The report has been structured in a manner to permit readers seeking varying degrees of detail to find the level of information they seek. The primary summary information, with supporting graphic illustrations, is provided in the body of the report. The reader seeking more detailed data generally will find such in the appendices of the report.

The analyses of students' CTBS test scores in the report are independent of which curricular programs the students participated. Additional analyses will occur in subsequent months which will include the separated analysis and summary of achievement of students who participated in the Achievement Goals Program (AGP).

Since the October 1980 court order to raise test scores (see Appendix A), the form of the achievement tests administered has been changed from CTBS, Form S to CTBS, Form U. The two sets of norms are not totally consistent with each other. (This point was described at length in Report 315 and also is described later in this report, so a detailed discussion is not provided here).

In an effort to have consistent norms information across the years, Judge Orfield directed that this report contain data which have been equated to both sets of norms (see Appendix A, paragraph 11). In most instances the conclusions for Form S and Form U data are the same. In some cases, the conclusions are quite different. These instances are highlighted in the report. In an effort to minimize redundancy, the narrative generally describes the Form S data.

When the publisher (CTB McGraw-Hill) did their equating study of Forms S and U they did not develop equating scales for Kindergarten or Grade One. To avoid confusion in the instances in which data are aggregated across grade levels, this report has used very conservative conversions at Kindergarten and Grade One for reading, language and mathematics. Appendix K of Report 315 provides additional background information.

In paragraphs 12 and 13 of the November 8, 1982 court order, Judge Orfield directed the district to provide data for only those students who had been in attendance for the full school year (i.e., from September 30 to the end of the year). This report complies with that order.

PART I
INTERIM GOAL PROGRESS - 1983

BACKGROUND INFORMATION

On December 2, 1980, Judge Louis M Welsh submitted to the Board of Education of the San Diego Unified School District a court order which stated, in part, the following:

> *IT IS ORDERED, ADJUDGED AND DECREED that: The Board of Education of the San Diego Unified School District will: 1. Implement a course or courses of study in all minority-isolated schools which will result, by the dates indicated in the table below, in 50% of the students in the isolated schools achieving at or above the national norm on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics and language.*

There are 23 additional paragraphs which are explicated in the court order. Part I of this report is intended to provide data to determine the degree of student progress towards the stated goal in paragraph 1 for the 1983 school year. (Appendix A contains the first two pages of the court order which include a chart showing the time schedule by grade level.) The court order addresses achievement of students in Grades K-11.

SCHOOLS AND PROGRAMS INCLUDED

The schools for which data are provided and the "interim goals" of this report are consistent with the baseline data with one exception. The O'Farrell School site is presently the location of the School of Creative and Performing Arts. It was determined that it would be inappropriate to include test data for those students. The schools whose test results are included in this report are:

Elementary Schools

Baker
Balboa
Burbank
Chollas
Emerson
Freese
Fulton
Horton
Johnson
Kennedy
Knox
Logan
Lowell
Mead
Sherman
Stockton
Valencia Park
Webster

Secondary Schools

Gompers (Grades 7-10)
Memorial (Grades 7-9)
Lincoln (Grades 9-12)
Morse (Grades 9-12)

As mentioned earlier, the test data in this report reflect the accumulated efforts of various instructional programs which include the Achievement Goals Program, DISTAR (Grades K-3), and various magnet programs. In addition, other externally-funded programs (e.g., ESEA Chapter 1, School Improvement Program) are included in most of these schools. Additional analyses will occur in subsequent months to determine the impact of many of these program efforts.

Testing Results
for Minority Isolated Schools
Spring 1983

TESTS ADMINISTERED AND DATES

During the time interval April 18 - May 4, 1983, more than twelve thousand students in the specified schools were administered the appropriate levels and forms of the *Comprehensive Tests of Basic Skills* (CTBS). The curriculum areas of reading, language, and mathematics were assessed. Appendix F provides a detailed display of the number and percent of students tested by grade level.

In the Spring of 1982, the District began using in Grades K-8 the new version of the CTBS--CTBS, Form U. The District had previously used CTBS, Form S. CTBS, Form U was used for the first time this spring in Grades 9-12. As reported to the Board of Education in public session (June 1, 1982), the Form U norms are described by the test publisher as being "harder" than the Form S norms. A brief description of the potential impact of any change of test norms on a historical study (such as this) was provided in Report 315, *Testing Results for Minority Isolated Schools, Spring 1982.*

In Report 315, an analogy of measuring the heighth of a child was used in which the measuring device changed from a yard stick to a meter stick. The possibility of a distortion of information was described whenever such a change in the unit of measure occurs. All data analyses of this report are consistent--Form U with Form U and Form S with Form S.

BASELINE DATA

Since all 23 court-identified schools were Title I schools during the 1979-80 school year, they had been tested in reading and mathematics in the Spring of 1980. The baseline data provided in the December, 1980 court order were obtained from these tests (CTBS, Form S). For the most part, the Spring 1980 data provided a valid baseline from which to calculate relative progress on CTBS, Form S.

In some instances the baseline data had some weaknesses. That is, schools were not required by Title I to test on the language subtests during the Spring of 1980. Hence, many schools did not have a representative data base for language for 1980. Schools have been required to include the language subtests since Spring 1981.

In Report 295, *Testing Results for Minority Isolated Schools, Spring 1981,* a recommendation was made that, with court permission, a more representative baseline should be determined for future analysis for language. There were two other instances in which the baseline data appeared to be non-representative. Those instances were Reading-Kindergarten and Mathematics-Grade 11. In both of these cases, the number of students included in the baseline was relatively small and the data appeared inconsistent with other related information. The court directed the school district to provide data which would reflect a more representative baseline for the instances described above. The baseline data in this report reflect compliance with that directive.

METHOD USED TO DETERMINE INTERIM GOALS

The interim goals which are displayed in the following tables are "linear interpolations" of the progress needed to attain the court-specified goal for the appropriate grade levels. An example is perhaps the best method of communicating the concept of "interim goal."

Assume there are baseline data for a Grade 6 population which indicate that 30% of the students achieved at or above the national norm (i.e., publisher's 50th percentile). Since, according to the court order, Grade 6 has until Spring 1984 to have 50% of the students score at or above the national norm, there are four years to accomplish this task. A linear approximation would estimate that one-fourth of the interval from 30 percent to 50 percent (5%) should be accomplished the first year. Hence, the interim goal for Spring 1981 would be 35 percent at or above the national norm. Please see the sample calculations below.

BASELINE VALUE	+	PROPORTIONAL INCREASE	=	INTERIM GOAL
30	+	¼ (50-30)	=	35

For Spring 1982, the interim goal would have an additional increment of five percent (to 40%). The corresponding 1983 interim goal would be 45 percent of the students at or above the norm. The figure below displays graphically the concept of "interim goal" using a linear approximation estimation.

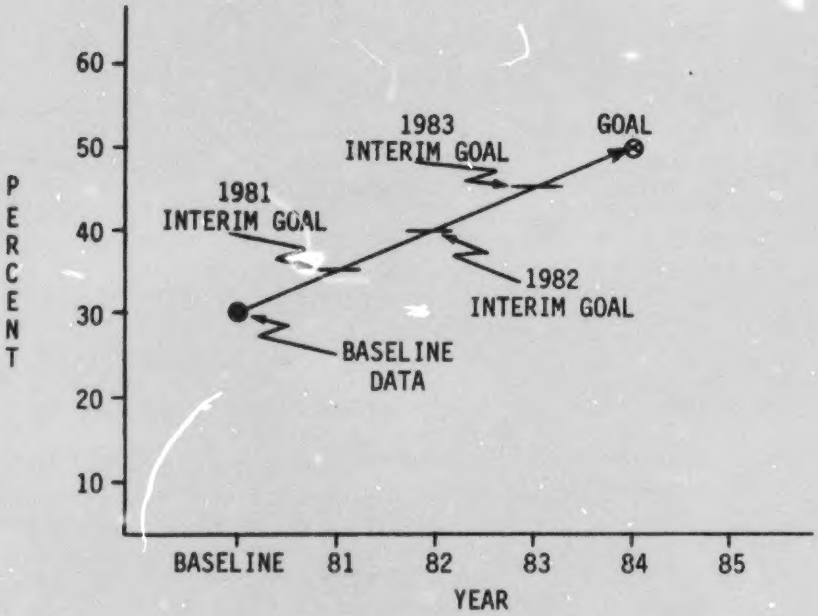

FIGURE 1
Graphic Illustration of the Concept
of "Interim Goal"

Test results which exceed their respective interim goal would appear above the indicated point on the sample graph. Similarly, lower performance would fall below the indicated point.

For ease of reference, certain symbols are used in the remainder of this report to summarize the relative degree of attainment of the interim goals. They are as follows:

"+" Indicates that the Spring 1983 data exceed the standard of the interim goal. (Graphically above the point.)

"√" Indicates Spring 1983 data are within two percent (plus or minus) of the interim goal. (Graphically almost on the line projecting the linear growth).

"-" Indicates Spring 1983 data are less than the interim goal. (Graphically below the point).

In any instance in which the baseline data exceeded the court ordered goal (50 percent of students at or above the national norm), an "M" is used in the "interim goal column" to indicate that the performance should be maintained at or above 50 percent. In the "status columns," an "M" is used to indicate when the performance was maintained above 50 percent.

CONSISTENCY OF NORMS

It was mentioned in a previous section that the new CTBS, Form U is now being used at all grade levels. The baseline data had come from CTBS, Form S.

In the November 8, 1982 court order, Judge Orfield directed the District to provide all CTBS testing results equated with both sets of norms. Hence, the reader will find two sets of data and two sets of graphic displays for each analysis. Every effort has been made to have the corresponding data arranged to simplify their review. Form U test data have been converted to equivalent achievement on the Form S test, and visa versa. The equating data provided by CTB/McGraw Hill, the publisher of the CTBS tests, permit such transformations to equivalent achievement scores.

In an effort to avoid any confusion, the set of norms being used in each analysis is clearly indicated in the title of each table/graph or as a footnote.

The publisher of the CTBS did not include Kindergarten and Grade 1 in their equating study. The conservative Form S-equating values which were used last year in Report 315 are used again in this report. In some instances the conservative Form S-equating values are probably underestimating the percent of students scoring at or above the publisher's norm. It was determined that it would be better to have a conservative estimate rather than no adjustment; or to have equated values which might be considered as being derived from too lenient of an adjustment.

In the next section, test results are provided which have been equated to both sets of norms (Form S and Form U). Because of the redundancy and volume of the parallel sets of information, the narrative generally addresses the Form S data.

INTERIM GOAL PROGRESS
1983 SPRING TESTING RESULTS

OVERVIEW OF DATA

A brief overview of the information and graphic displays in this section will facilitate its review. First, there are three pairs of tables which each contains baseline data, Spring 1983 summary data, and assessments of the relative attainment of the various interim goals. These tables summarize the three content areas of reading, language and mathematics. For each pair of tables, one table provides all data equated to Form S norms (e.g., Table 1A) and the other has all data equated to Form U norms (e.g., Table 1B). Each table contains data for Kindergarten through Grade 12. Following each table, two pairs of figure sets are provided which graphically illustrate student progress toward the court-stated goals. Table 4 provides a pair of "scoreboards" which summarize the relative attainment of the interim goals by grade level--one for Form S norms and another for Form U norms. The symbols described in an earlier section ("+", "√", "—" and "M") are utilized to simplify these summaries. More detailed data are provided in the body of this report or are referenced in appendices for the reader seeking additional details.

SPRING 1983 RESULTS -- PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

Table pairs 1, 2 and 3 contain baseline data and Spring 1983 summary data for reading, language and mathematics, respectively. Each table includes data as follows: The number of students tested (N), the number of these students scoring at or above the publisher's national norm (N≥MDp), and the percent of these students who were at or above the norm (%≥MDp). Also, for each grade level, the interim goal and the "progress status" ratings are provided. As described earlier, a grade's progress status is obtained by comparing Spring 1983 data with the corresponding interim goal. For instance, in Table 1A for Grade 8, the interim goal is for 41.1% of the students to achieve at or above the national norm. Under the columns headed "Spring 1983 %≥MDp," the percent of students at or above the national norm is 42.5%. Hence, the progress status of Reading-Grade 8 is "√" (since 42.5% is within two percent of 41.5%).

An example of a "+" progress status is illustrated by Reading-Grade 3 (since 51.8 is more than two percent above 45.9%). Similarly, "—" progress status is illustrated by Reading-Grade 4 (since 38.6 is more than two percent below 43.2).

The figure sets graphically illustrate the data of the three pairs of tables. For readers not numerically inclined, these figure sets should provide useful summaries of the magnitude of the gains. The relevant data (percent of students at or above norm) for baseline and Spring 1983 are also provided with each figure set.

The following two pages attempt to summarize the most noteworthy points regarding the attainment of interim goals. A conscious effort has been made to minimize redundant comments (vis-a-vis Form S and Form U data) -- while still attempting to highlight those instances in which findings differ dependent upon the norms used.

Testing Results
for Minority Isolated Schools
Spring 1983

Reading -- Grades K-12

Tables 1A and 1B and Figure Sets 2A and 2B contain summary results for CTBS reading subtests. A few noteworthy observations regarding the data are:

- For Grades K-12, 13 instances of reading interim goals' "Progress Status" were assessed*. In six of the 13 instances, the reading Form S interim goal values were approximated ("√"), exceeded ("+") or maintained ("M"). (See Table 1A the column to the far right.) Using the Form U equated values in Table 1B, four of the 13 instances obtained such status.

- Reviewing the graphs of the reading Form S data (see Figure Set 2A), the dots (●) which represent Form S interim progress are generally trending upward -- other than Grades 6 and 12. With the exception of Grade 12, Spring 1983 reading achievement levels are above the corresponding baseline values.

- Reviewing Figure Set 2A, the similarity of achievement levels at Grade 6 for 1981, 1982 and 1983 is a potential concern. Actually, Grades 4, 5 and 6 all will need substantial gains next year to attain their 50 percent goals for Spring 1984.

- Combining data for Grades K-12 (see the "Combined" row in Table 1A), it may be noted that the percent of students achieving at or above the publisher's norm has increased from 32.0 percent to 45.3 percent for Spring 1983.

- The status of interim goals for Grades 2 and 3 across the last three years are consistently "+'s" using Form S norms and consistently "—'s" using Form U norms. This inconsistency of findings is unusual. These are instances in which the norms apparently are very different in the central portions of the student score distributions (Figure Sets 2A and 2B).

Language -- Grades K-12

Tables 2A and 2B and Figure Sets 3A and 3B contain language subtest data. The baseline for all language subtests is Spring 1981. Some noteworthy observations regarding language achievement follow:

- For Grades 1 through 12, nine of the 12 instances had "+" ratings for interim goal progress using Form S norms (Table 2A). Using Form U norms (Table 2B), six of the 12 instances were "+" or "√".

- Figure Set 3A contains graphic displays which reveal very substantial gains in language scores as compared to previous years for Grades 1 through 9--especially Grades 3 through 8. On the other hand, Grades 10, 11 and 12 show minor differences in test scores since 1981.

- The dramatic turnabout in Grades 6 and 8 is especially noteworthy, since scores had actually declined in both grades in 1982 (as compared to Spring 1981 results).

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*Please see the comments in the earlier section, "Consistency of Norms," regarding conservative estimates for equating Kindergarten and Grade 1 data to Form S.

- Combining data for Grades K-12 (Table 2A), the percent of students having language scores which were at or above average increased by 15.7 percent (from 36.0 to 51.7 percent).

- Form U data in Figure Set 3B illustrate interim goal conclusions which differ considerably from Form S for Grades 1, 2 and 5. The other grades' data are only moderately different when contrasting Form S and Form U results.

Mathematics -- Grades K-12

Mathematics achievement in the identified schools is summarized in Table 3A and 3B and is illustrated in Figure Sets 4A and 4B. Noteworthy observations follow.

- Math scores in Grades K through 9 are very impressive. Only at Grade 12 did the scores not reach the interim goal target for Form S norms. Using Form U norms, even Grade 12 approximated its goal ("√" in Table 3B).

- For Grades K-12, 12 of the 13 instances had "+" or "M" ratings for interim goals using Form S norms (Table 3A). Using Form U norms, all 13 interim goals were exceeded ("+"), maintained ("M") or approximated ("√").

- The magnitude of the math score gains are illustrated in Figure Set 4A and 4B with most "1983 dots" being plotted well above their respective interim goals.

- The percent of students at or above average increased at every grade level as compared to Spring 1982 results. Gains from 1982 to 1983 in Grades 6 through 9 were exceptional. (See Figure Sets 4A and 4B).

- Grades 1 and 12 are the only two instances in which the Spring 1983 scores are not exceptional. Grade 12 scores have increased from baseline values, but (using Form S norms) still have a way to go. The percent of students achieving at or above grade level for Grade 1 is slightly lower for Spring 1983 than for baseline. The very conservative Form S-equating values used for Grade 1 may be underestimating the percent of students at or above norm.

- The consistency of the percent of students achieving at or above the publisher's norm using either Form S or Form U norms--across grade levels and over the last three years underlines the apparent quality of the math program. These scores bode well for improved senior high scores as these students articulate to the higher grades.

- Reviewing Table 3A, the percent of students (K-12) with math scores at or above the national norm for 1983 is 60.1. The corresponding baseline statistic is 39.2. Hence, an additional 20.9 percent of the students are achieving at or above the norm.

(This narrative continues on Page 28.)

TABLE 1A

INTERIM GOAL PROGRESS SUMMARY

MINORITY ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
BASELINE DATA AND SPRING 1983 COMBINED AND BY GRADE LEVEL

READING

FORM S DATA*

GRADE LEVEL	BASELINE N	BASELINE N≥MDp	BASELINE %≥MDp	SPRING 1983 N	SPRING 1983 N≥MDp	SPRING 1983 %≥MDp	INTERIM GOALS	PROGRESS STATUS
K**	707	355	50.2	896	623	69.5	50.0	+
1	987	498	50.5	950	557	58.6	M	M
2	955	320	33.5	884	466	52.7	50.0	+
3	945	318	33.6	995	515	51.8	45.9	+
4	1073	247	23.0	957	369	38.6	43.2	—
5	1036	248	23.9	1005	366	36.4	43.5	—
6	1157	317	27.4	1088	406	37.3	44.4	—
7	574	158	27.5	393	199	50.6	41.0	+
8	402	112	27.9	358	152	42.5	41.1	✓
9	560	108	19.3	514	175	34.0	37.7	—
10	633	188	29.7	519	193	37.2	41.9	—
11	490	175	35.7	460	177	38.5	44.3	—
12**	485	160	33.0	482	104	21.6	41.5	—
COMBINED	10004	3204	32.0	9501	4302	45.3	VARIES	

PROGRESS STATUS CODES:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.
"✓" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or -2%).
"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

** THESE BASELINE DATA ARE FROM SPRING 1981 (PER COURT DIRECTIVE).

TABLE 1B

INTERIM GOAL PROGRESS SUMMARY

MINORITY ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
BASELINE DATA AND SPRING 1983 COMBINED AND BY GRADE LEVEL

READING

FORM U DATA*

GRADE LEVEL	BASELINE N	BASELINE N≥MDp	BASELINE %≥MDp	SPRING 1983 N	SPRING 1983 N≥MDp	SPRING 1983 %≥MDp	INTERIM GOALS	PROGRESS STATUS
K**	707	290	41.0	896	545	60.8	50.0	+
1	987	340	34.5	950	460	48.4	50.0	✓
2	955	226	23.7	884	337	38.1	50.0	–
3	945	174	18.4	995	285	28.6	42.1	–
4	1073	196	18.3	957	315	32.9	42.1	–
5	1036	175	16.9	1005	278	27.7	41.7	–
6	1157	246	21.3	1088	305	28.0	42.8	–
7	574	124	21.6	393	159	40.5	38.6	✓
8	402	90	22.4	358	135	37.7	39.0	✓
9	560	94	16.8	514	157	30.5	36.7	–
10	633	159	25.1	519	162	31.2	40.0	–
11	490	168	34.3	460	175	38.0	43.7	–
12**	485	187	38.6	482	142	29.5	44.3	–
COMBINED	10004	2469	24.7	9501	3455	36.4	VARIES	

PROGRESS STATUS CODES:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.
"✓" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or -2%).
"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

** THESE BASELINE DATA ARE FROM SPRING 1981 (PER COURT DIRECTIVE).

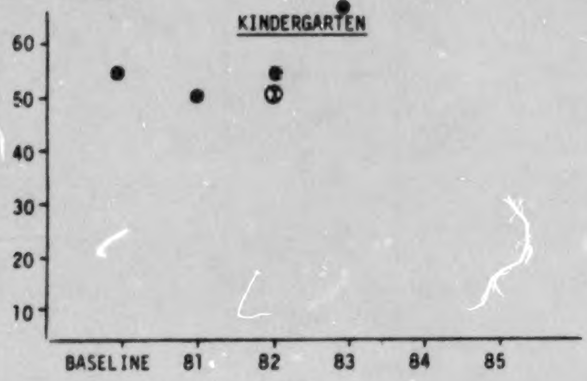
FIGURE SET 2A

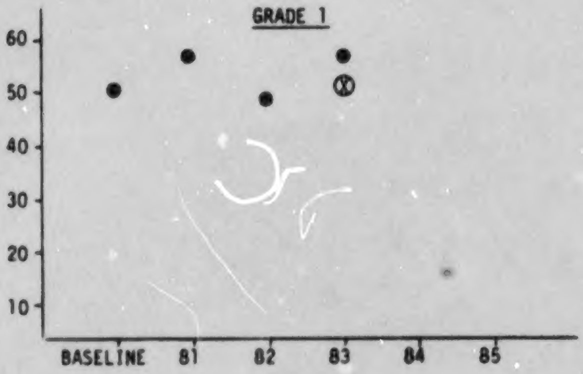
GRAPHIC DISPLAY OF STUDENT PROGRESS

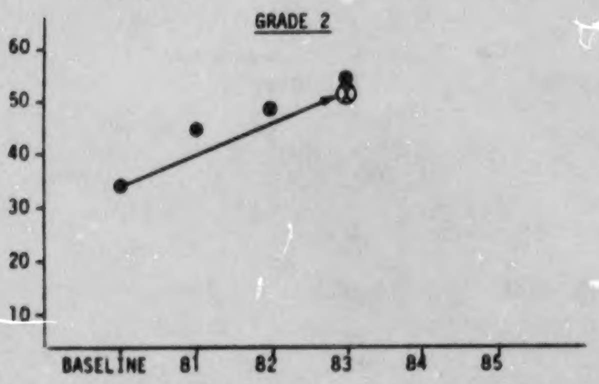
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

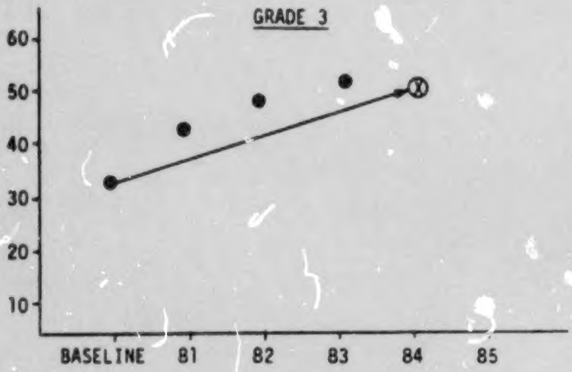
READING - FORM S DATA

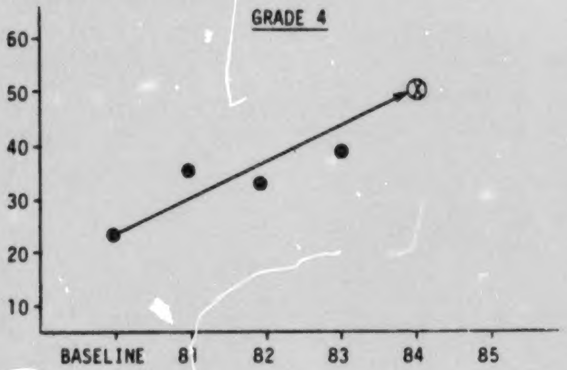
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
K	~~54.5~~	50.2	54.6	69.5		
1	50.5	58.3	49.2	58.6		
2	33.5	44.6Ⓒ	49.3	52.7		
3	33.7	43.3Ⓒ	49.2	51.8		
4	23.0	35.8Ⓒ	33.8	38.6		
5	23.9	29.5Ⓒ	35.8	36.4		
6	27.4	37.8Ⓒ	36.1	37.3		

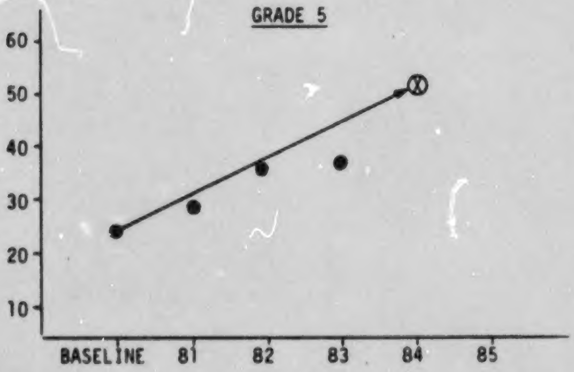


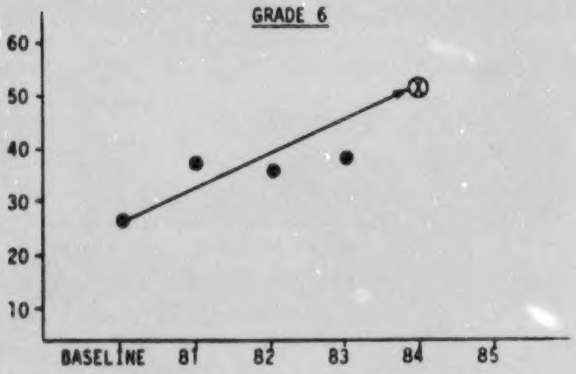












⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

Ⓒ DATA ARE FOR COMPREHENSION SUBTEST.

FIGURE SET 2A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

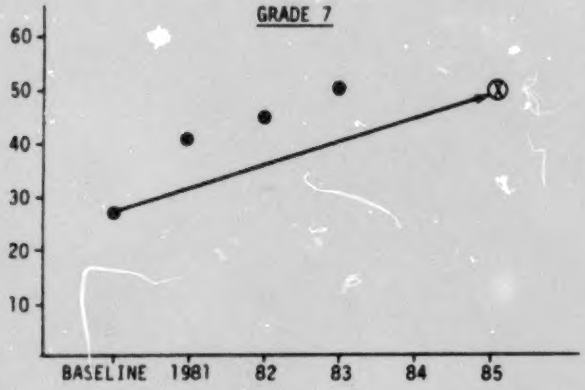
READING - FORM S DATA

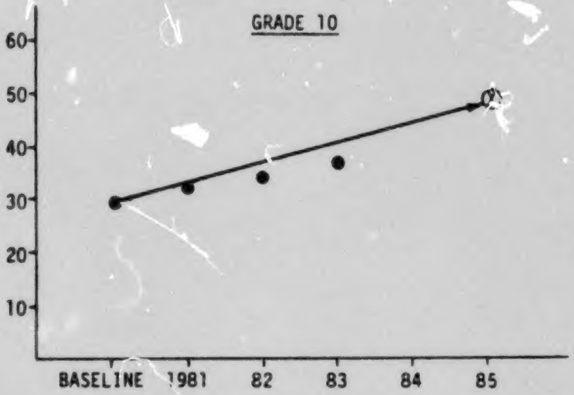
JUNIOR HIGH SCHOOLS

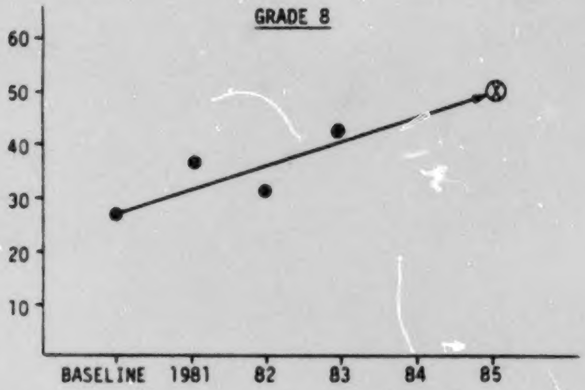
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
7	27.5	40.7	43.8	50.6		
8	27.9	36.7	31.0	42.5		
9	19.3	23.1	31.6	34.0		
	1980 (BASELINE)	81	82	83	84	85

SENIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
10	29.7	30.7	33.7	37.2		
11	35.7	36.3	40.8	38.5		
12	N/A	33.0	33.5	21.6		
	1980 (BASELINE)	81	82	83	84	85


GRADE 7


GRADE 10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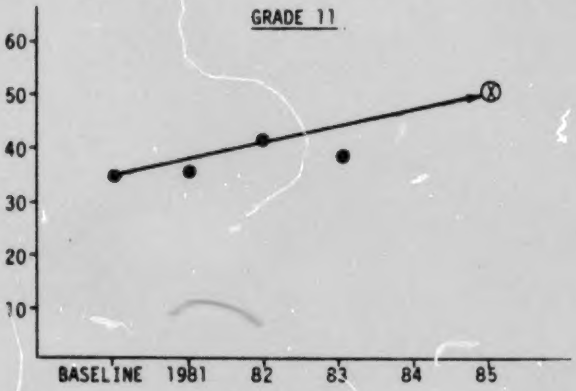
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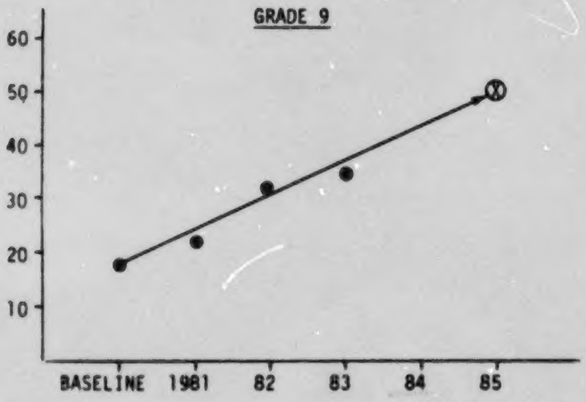
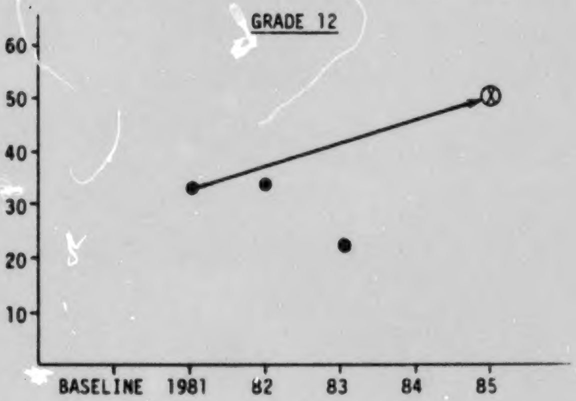
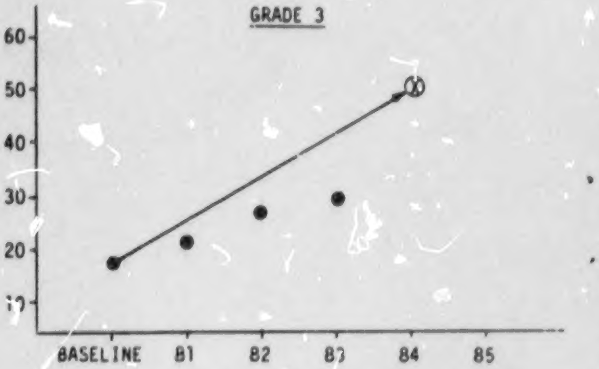

GRADE 9

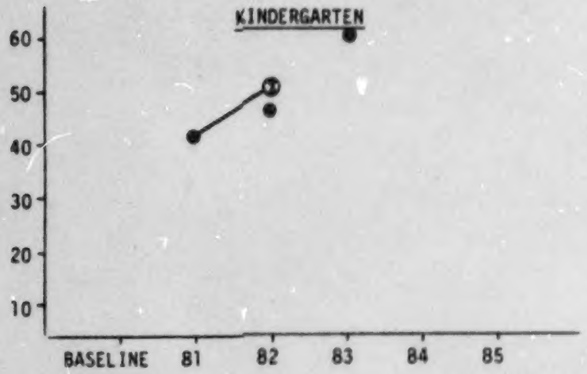

GRADE 12

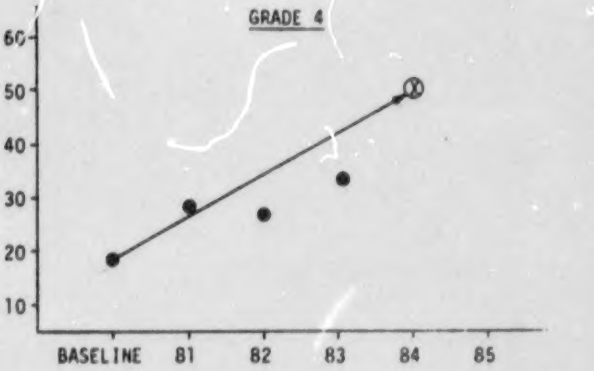
⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

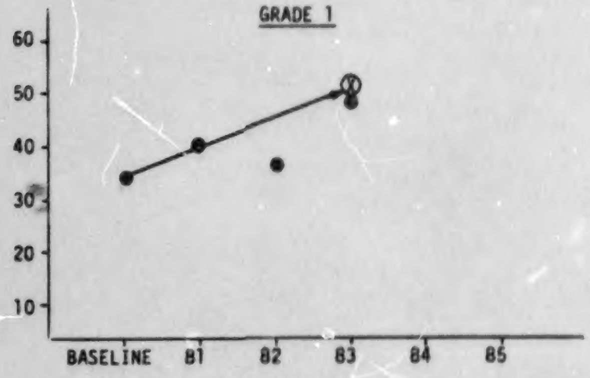
FIGURE SET 2B
GRAPHIC DISPLAY OF STUDENT PROGRESS
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN
READING - FORM U DATA

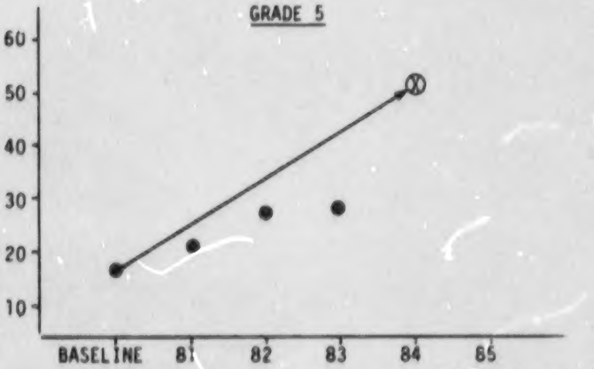
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
K		41.0	46.2	60.8		
1	34.4	40.5	36.2	48.4		
2	23.9	28.4	35.6	38.1		
3	18.4	21.4	27.5	28.6		
4	18.3	29.1	27.1	32.9		
5	16.9	21.3	26.4	27.7		
6	21.3	29.3	26.8	28.0		

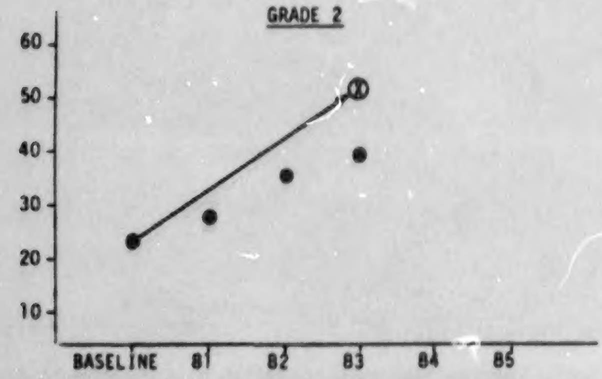


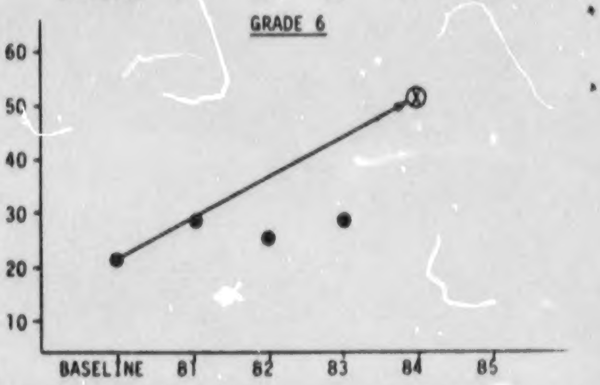












⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

FIGURE SET 2B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

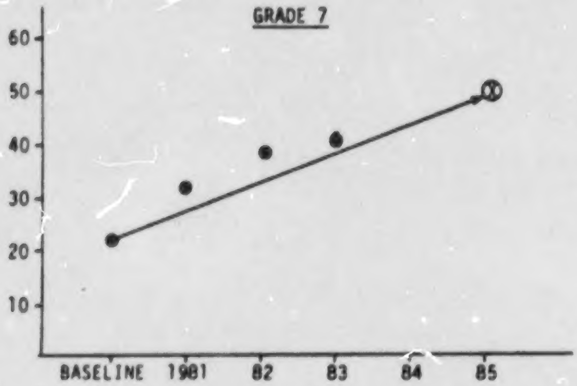
READING - FORM U DATA

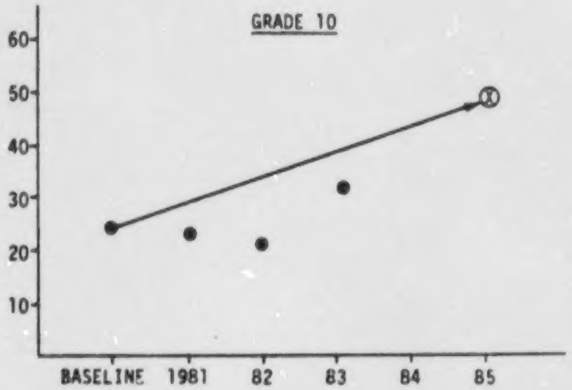
JUNIOR HIGH SCHOOLS

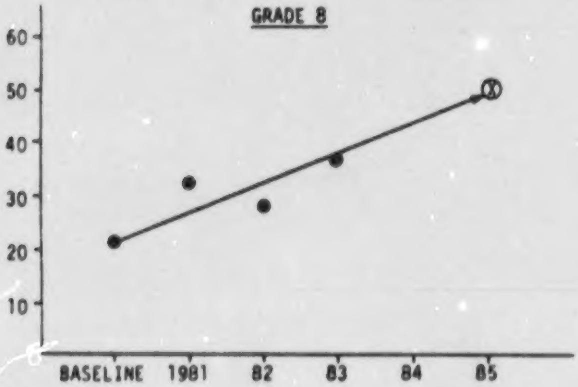
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
7	21.6	32.0	37.5	40.5		
8	22.4	32.9	28.0	37.7		
9	16.8	20.1	27.1	30.5		
	1980 (BASELINE)	81	82	83	84	85

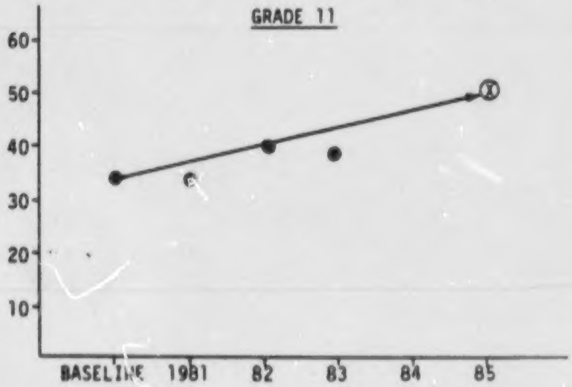
SENIOR HIGH SCHOOLS

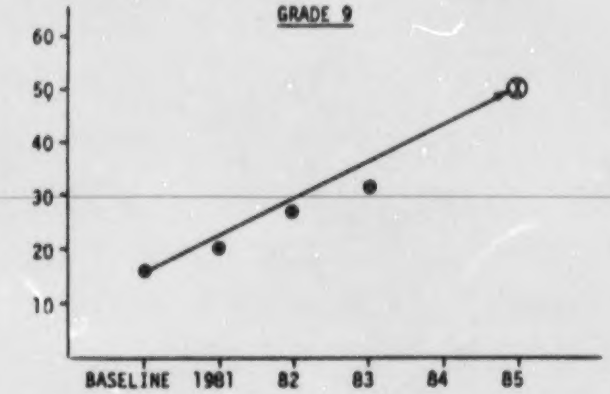
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
10	25.1	24.1	21.6	31.2		
11	34.3	34.3	39.6	38.0		
12	N/A	38.6	37.8	29.5		
	1980 (BASELINE)	81	82	83	84	85

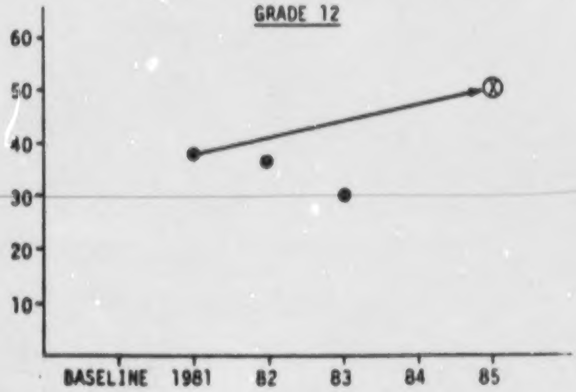












ⓧ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

TABLE 2A

INTERIM GOAL PROGRESS SUMMARY

MINORITY ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM BASELINE DATA AND SPRING 1983 COMBINED AND BY GRADE LEVEL

LANGUAGE

FORM S DATA*

GRADE LEVEL	BASELINE** N	BASELINE** N≥MDp	BASELINE** %≥MDp	SPRING 1983 N	SPRING 1983 N≥MDp	SPRING 1983 %≥MDp	INTERIM GOALS	PROGRESS STATUS
K	NO BASELINE DATA			NO LANGUAGE TEST			N/A	N/A
1	817	343	42.0	952	533	56.0	50.0	+
2	761	290	38.1	880	512	58.2	50.0	+
3	734	263	35.8	995	589	59.2	45.3	+
4	750	268	35.7	955	550	57.6	45.2	+
5	946	295	31.2	1000	503	50.3	43.7	+
6	815	317	38.9	1087	553	50.9	46.3	+
7	498	196	39.4	389	238	61.2	44.7	+
8	539	194	36.0	354	186	52.5	43.0	+
9	468	142	30.3	496	225	45.4	40.2	+
10	642	212	33.0	495	185	37.4	41.5	—
11	568	203	35.7	420	159	37.8	42.9	—
12	449	155	34.5	458	151	33.0	42.3	—
COMBINED	7987	2878	36.0	8481	4384	51.7	VARIES	

PROGRESS STATUS CODES:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.
"/" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or -2%).
"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

** ALL BASELINE DATA FOR LANGUAGE ARE FROM SPRING 1981 (PER COURT DIRECTIVE).

TABLE 2B

INTERIM GOAL PROGRESS SUMMARY

MINORITY ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
BASELINE DATA AND SPRING 1983 COMBINED AND BY GRADE LEVEL

LANGUAGE

FORM U DATA*

GRADE LEVEL	BASELINE**			SPRING 1983			INTERIM GOALS	PROGRESS STATUS
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp		
K	NO BASELINE DATA			NO LANGUAGE TEST			N/A	N/A
1	817	286	35.0	952	416	43.7	50.0	—
2	761	204	26.8	880	408	46.4	50.0	—
3	734	141	19.2	995	392	39.4	39.7	✓
4	750	159	21.2	955	410	42.9	40.4	+
5	946	181	19.1	1000	359	35.9	39.7	—
6	815	247	30.3	1087	471	43.3	43.4	✓
7	494	167	33.8	389	215	55.3	41.9	+
8	536	147	27.4	354	165	46.6	38.7	+
9	466	100	21.5	496	185	37.3	35.7	✓
10	642	192	29.9	495	185	37.4	40.0	—
11	568	203	35.7	420	159	37.8	42.9	—
12	449	155	34.5	458	156	34.1	42.3	—
COMBINED	7978	2182	27.4	8481	3521	41.5	VARIES	

PROGRESS STATUS CODES:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.
"✓" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or -2%).
"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

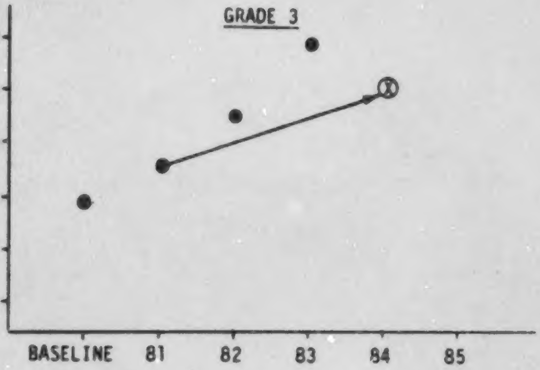
* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

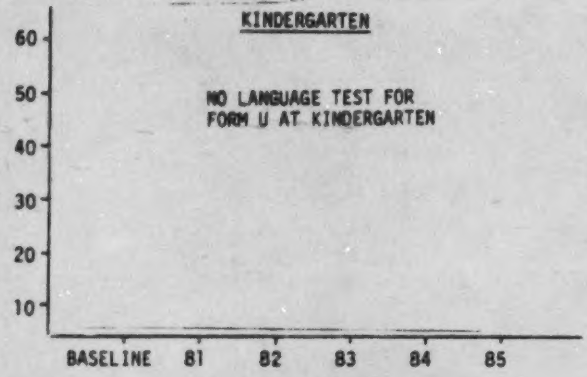
** ALL BASELINE DATA FOR LANGUAGE ARE FROM SPRING 1981 (PER COURT DIRECTIVE).

FIGURE SET 3A
GRAPHIC DISPLAY OF STUDENT PROGRESS
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN
LANGUAGE - FORM S DATA

GRADE PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN

GRADE	1980	81 (BASELINE)	82	83	84	85
K	~~46.3~~	45.6	NO TEST	NO TEST		
1	~~32.4~~	42.0	48.0	56.0		
2	~~27.8~~	38.1	43.9	58.2		
3	~~29.2~~	35.8	45.8	59.2		
4	~~22.1~~	35.7	39.4	57.6		
5	~~24.5~~	31.2	36.4	50.3		
6	~~25.3~~	38.9	32.0	50.9		


GRADE 3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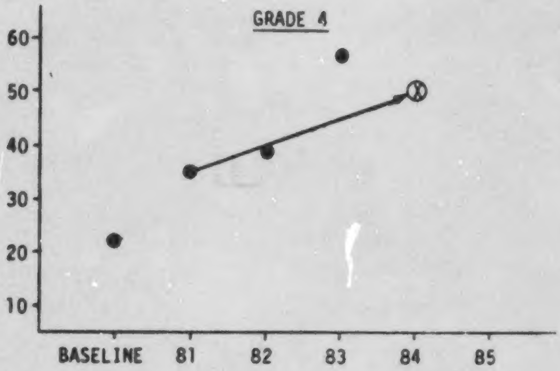
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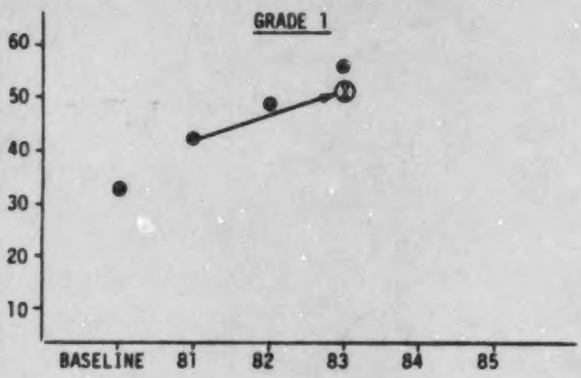
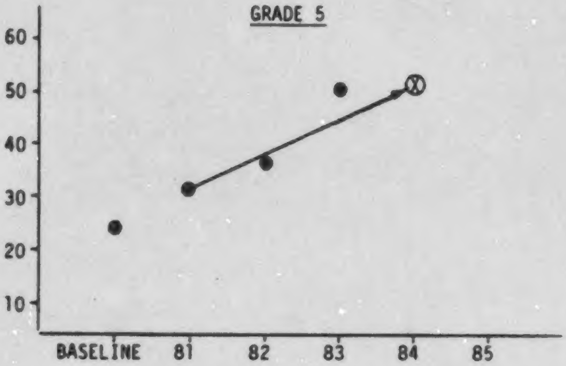
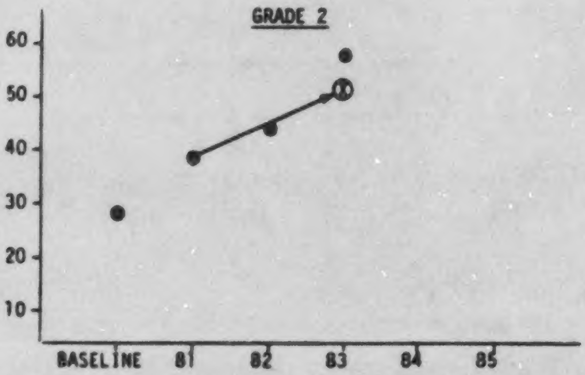
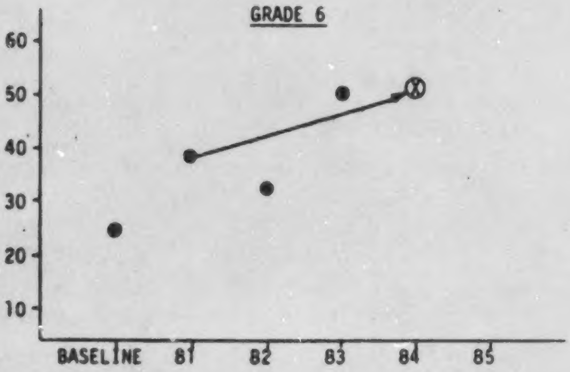

GRADE 1


GRADE 5


GRADE 2


GRADE 6

⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

FIGURE SET 3A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

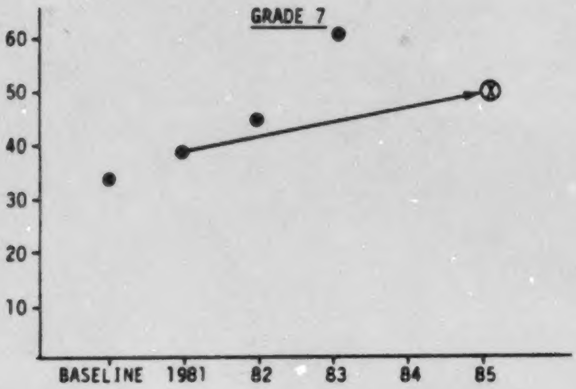
LANGUAGE - FORM S DATA

JUNIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
7	~~34.3~~	39.4	44.5	61.2		
8	~~41.3~~	36.0	35.2	52.5		
9	~~29.9~~	30.3	35.4	45.4		

SENIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
10	~~26.2~~	33.0	37.9	37.4		
11	~~19.0~~	36.0	39.3	37.8		
12	~~N/A~~	34.5	33.6	33.0		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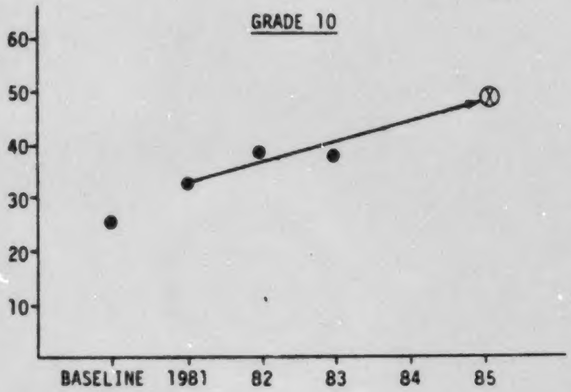
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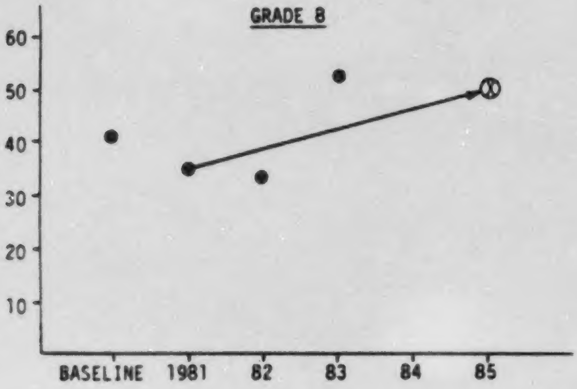
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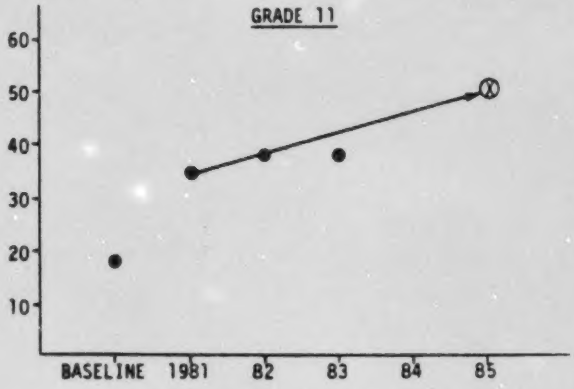
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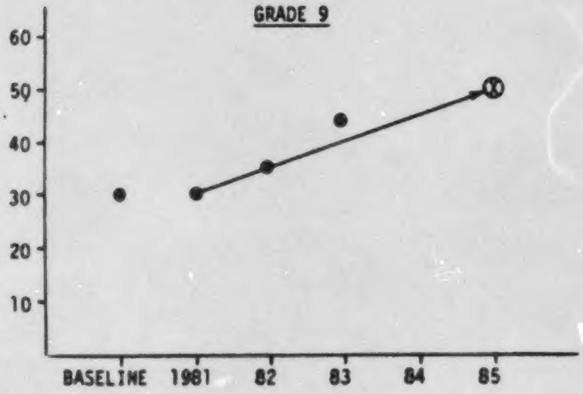
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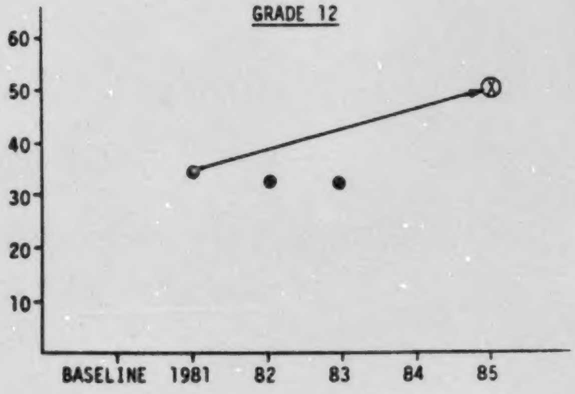

GRADE 12

Ⓧ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

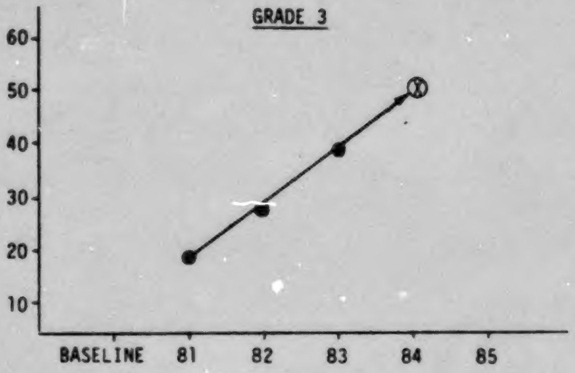
FIGURE SET 3B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF FUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

LANGUAGE - FORM U DATA

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
K		45.6	NO TEST	NO TEST		
1		35.0	37.5	43.7		
2		26.8	29.8	46.4		
3		19.2	28.2	39.4		
4		21.2	26.6	42.9		
5		19.1	21.4	35.9		
6		30.3	24.3	43.3		
	1980	81 (BASELINE)	82	83	84	85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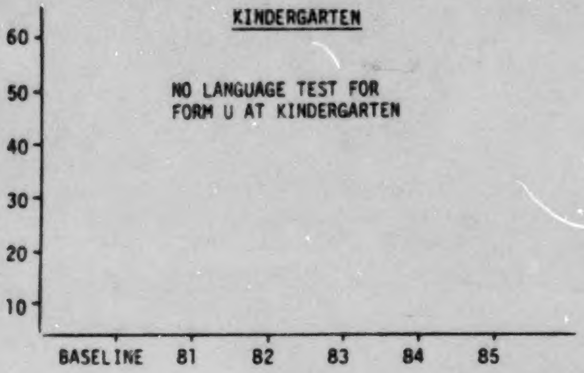
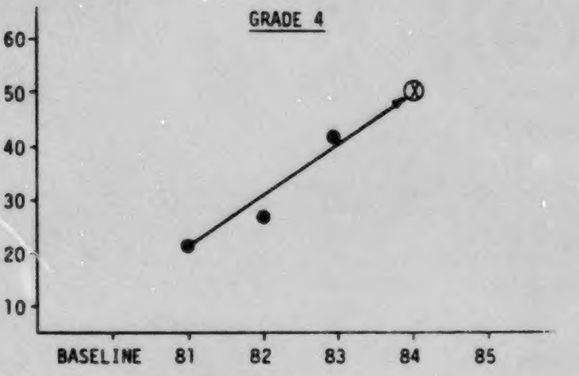

KINDERGARTEN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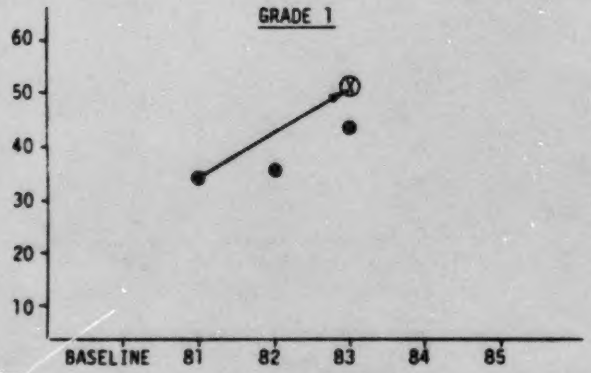
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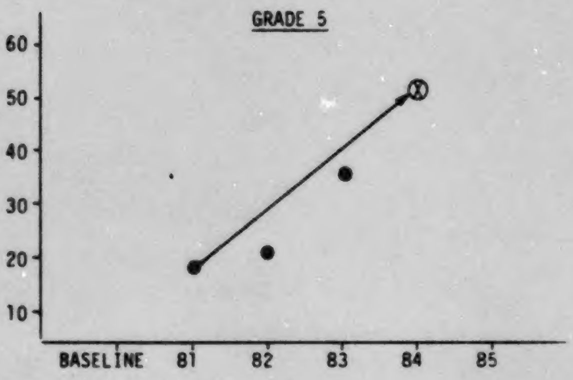
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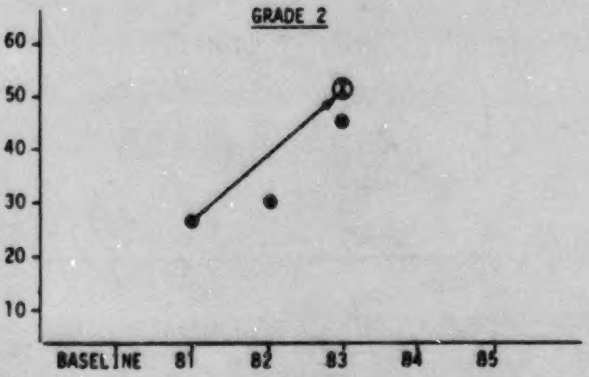
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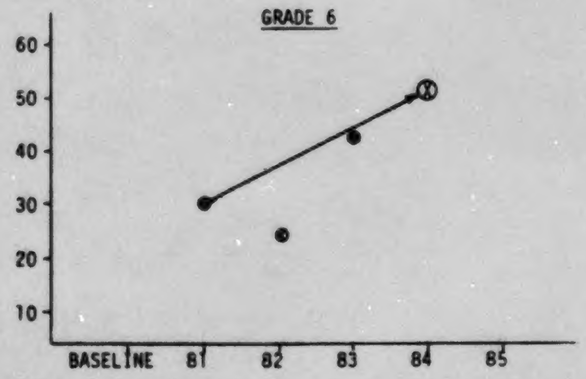

GRADE 6

⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

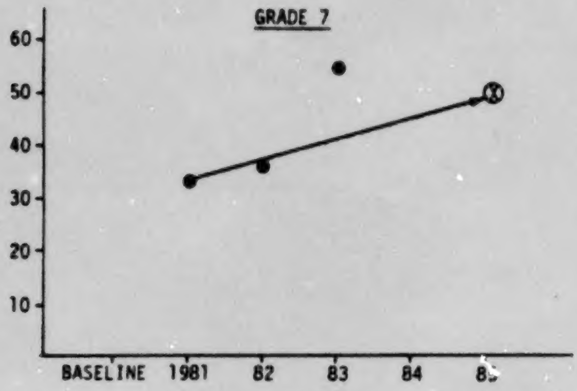
FIGURE SET 3B
GRAPHIC DISPLAY OF STUDENT PROGRESS
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN
LANGUAGE - FORM U DATA

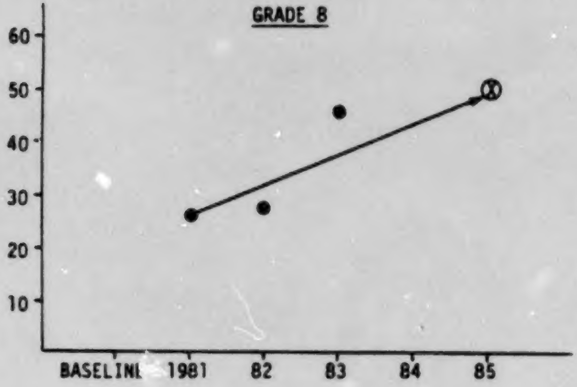
JUNIOR HIGH SCHOOLS

GRADE	1980 (BASELINE)	81	82	83	84	85
	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
7	╳	33.8	36.7	55.3		
8	╳	27.4	28.9	46.6		
9	╳	21.5	25.6	37.3		

SENIOR HIGH SCHOOLS

GRADE	1980 (BASELINE)	81	82	83	84	85
	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
10	╳	29.9	35.5	37.4		
11	╳	35.7	39.3	37.8		
12	╳	34.5	33.6	34.1		


GRADE 7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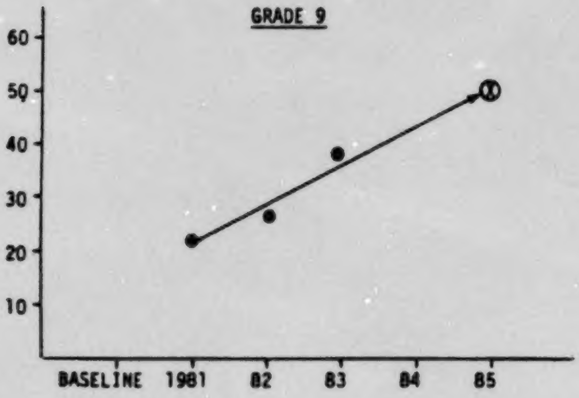
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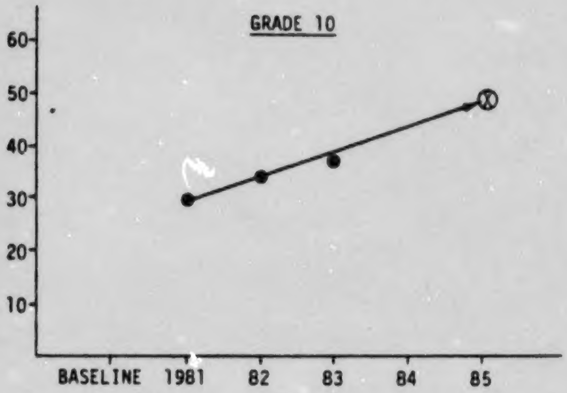
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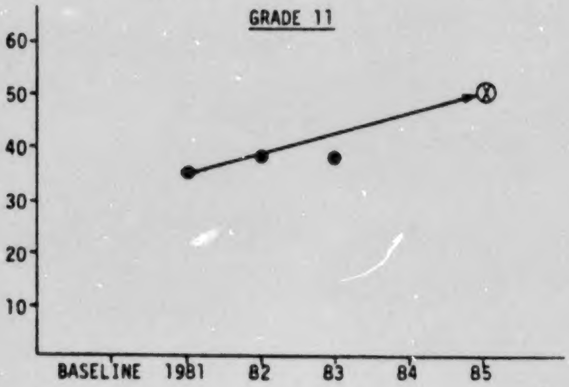
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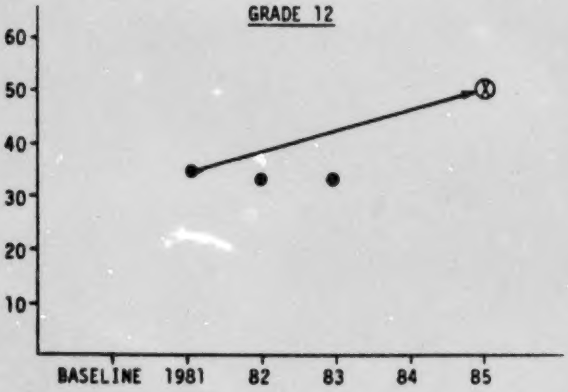

GRADE 12

⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

TABLE 3A

INTERIM GOAL PROGRESS SUMMARY

MINORITY ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
BASELINE DATA AND SPRING 1983 COMBINED AND BY GRADE LEVEL

MATH

FORM S DATA*

GRADE LEVEL	BASELINE N	BASELINE N≥MDp	BASELINE %≥MDp	SPRING 1983 N	SPRING 1983 N≥MDp	SPRING 1983 %≥MDp	INTERIM GOALS	PROGRESS STATUS
K	961	449	46.7	898	663	73.8	50.0	+
1	1011	646	63.9	947	541	57.1	M	M
2	966	468	48.4	887	561	63.2	50.0	+
3	912	350	38.4	995	629	63.2	47.1	+
4	1023	289	28.2	956	539	56.4	44.6	+
5	968	321	33.2	1006	564	56.1	45.8	+
6	1139	356	31.3	1091	714	65.4	45.3	+
7	585	257	43.9	396	287	72.5	47.6	+
8	387	154	39.8	351	234	66.7	45.9	+
9	541	153	28.3	508	318	62.6	41.3	+
10	604	202	33.4	542	261	48.2	43.4	+
11**	587	183	31.2	474	230	48.5	40.6	+
12**	471	155	32.9	460	177	38.5	41.4	—
COMBINED	10155	3983	39.2	9511	5718	60.1	VARIES	

PROGRESS STATUS CODES:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.
"√" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or -2%).
"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

** THESE BASELINE DATA ARE FROM SPRING 1981 (PER COURT DIRECTIVE).

TABLE 3B

INTERIM GOAL PROGRESS SUMMARY

MINORITY ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
BASELINE DATA AND SPRING 1983 COMBINED AND BY GRADE LEVEL

MATH

FORM U DATA*

GRADE LEVEL	BASELINE N	BASELINE N≥MDp	BASELINE %≥MDp	SPRING 1983 N	SPRING 1983 N≥MDp	SPRING 1983 %≥MDp	INTERIM GOALS	PROGRESS STATUS
K	961	379	39.4	898	572	63.7	50.0	+
1	1011	593	58.6	947	503	53.1	M	M
2	966	401	41.5	887	477	53.8	50.0	+
3	912	252	27.6	995	499	50.2	44.4	+
4	1023	219	21.4	956	461	48.2	42.8	+
5	968	282	29.1	1006	524	52.1	44.8	+
6	1139	315	27.7	1091	668	61.2	44.4	+
7	585	224	38.3	396	263	66.4	45.3	+
8	387	120	31.0	351	194	55.3	42.4	+
9	541	107	19.8	508	258	50.8	37.9	+
10	604	195	32.3	542	261	48.2	42.9	+
11**	587	152	25.9	474	209	44.1	38.0	+
12**	471	182	38.6	460	205	44.6	44.3	✓
COMBINED	10155	3429	33.8	9511	5094	53.6	VARIES	

PROGRESS STATUS CODES:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.
"✓" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or -2%).
"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

** THESE BASELINE DATA ARE FROM SPRING 1981 (PER COURT DIRECTIVE).

FIGURE SET 4A

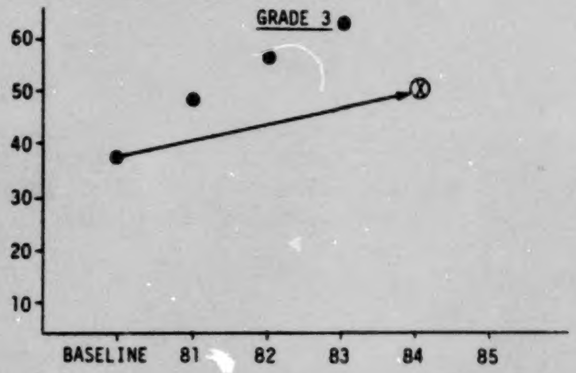
GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

MATH - FORM S DATA

PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN

GRADE	1980 (BASELINE)	81	82	83	84	85
K	46.7	59.2	60.7	73.8		
1	63.9	72.7	52.5	57.1		
2	48.4	64.0	57.1	63.2		
3	38.4	49.5	55.9	63.2		
4	28.3	46.5	53.4	56.4		
5	33.2	44.8	54.3	56.1		
6	31.3	49.2	51.0	65.4		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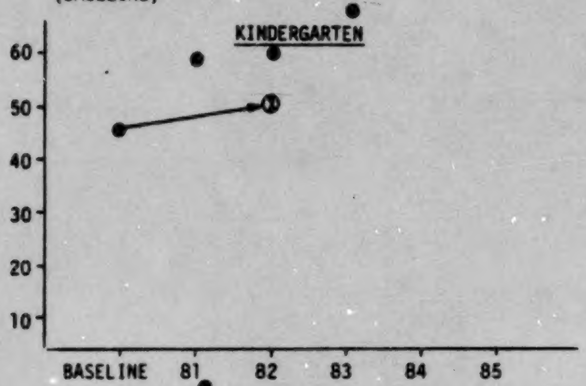
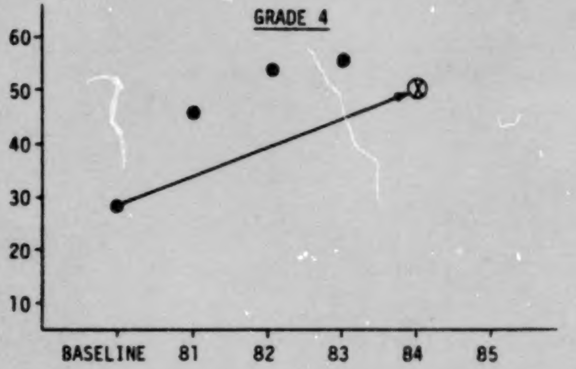

KINDERGARTEN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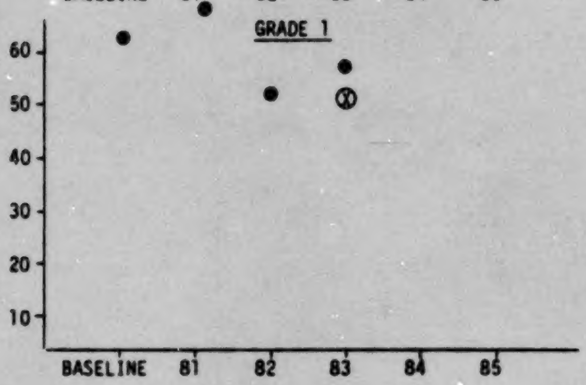
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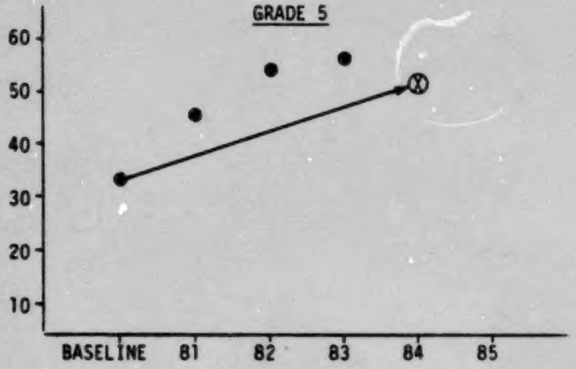
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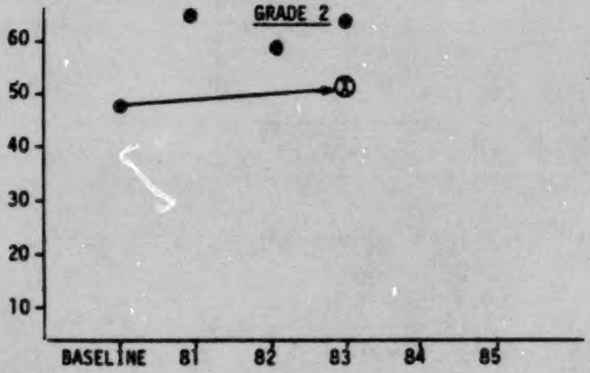
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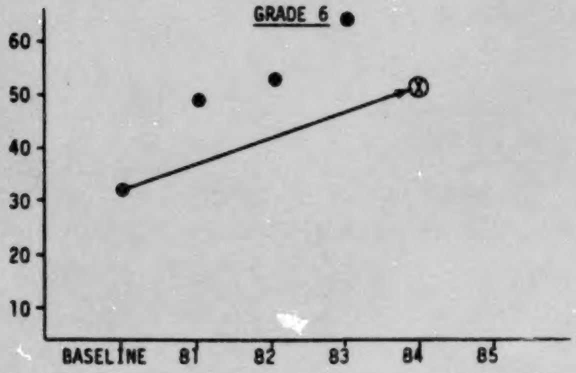

GRADE 6

⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

FIGURE SET 4A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

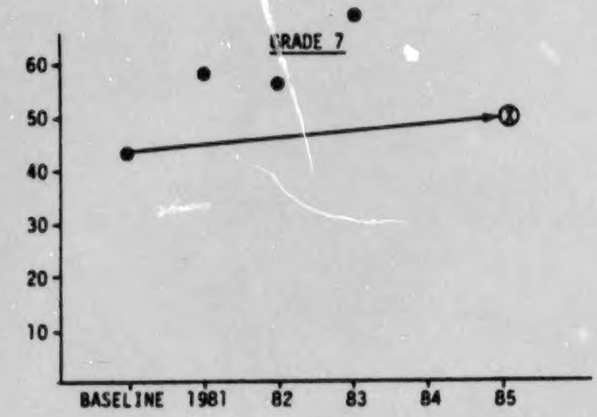
MATH - FORM S DATA

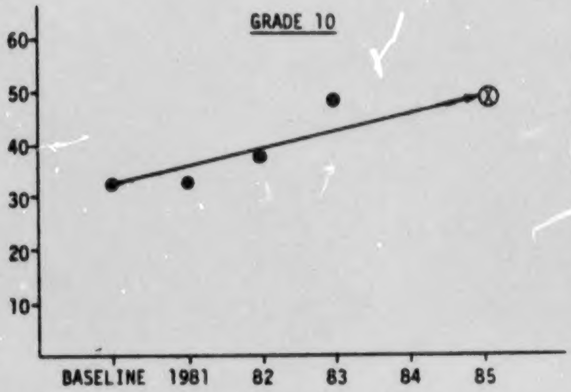
JUNIOR HIGH SCHOOLS

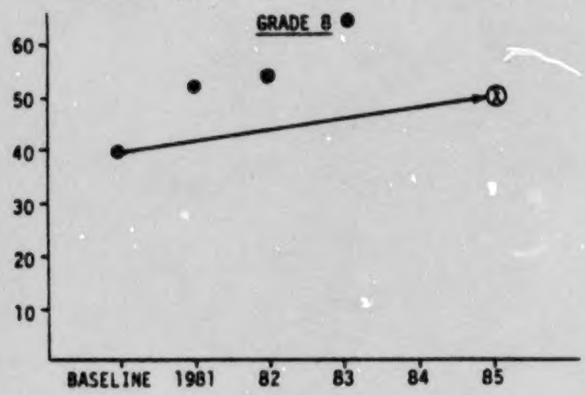
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
7	43.9	58.1	56.4	72.5		
8	39.8	51.9	54.3	66.7		
9	28.3	42.0	44.8	62.6		
	1980 (BASELINE)	81	82	83	84	85

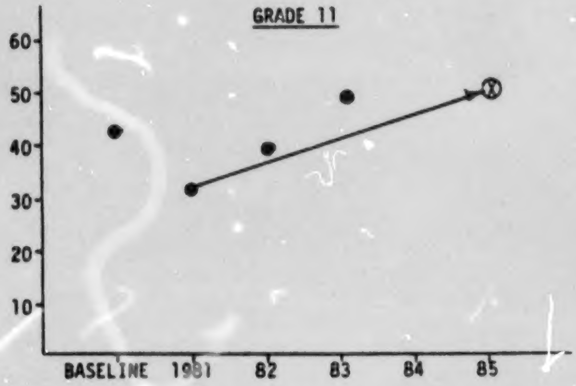
SENIOR HIGH SCHOOLS

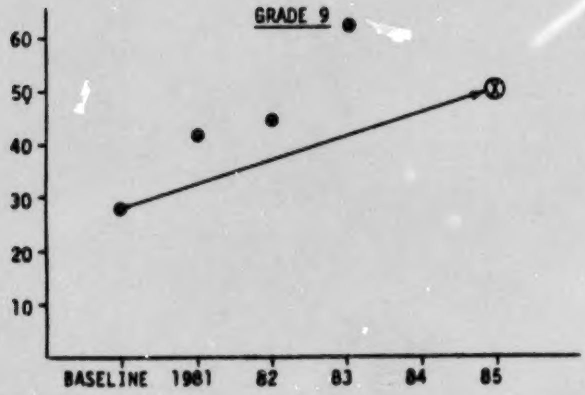
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
10	33.4	34.3	37.7	48.2		
11	~~42.6~~	31.4	40.2	48.5		
12	N/A	32.9	30.4	38.5		
	1980 (BASELINE)	81	82	83	84	85

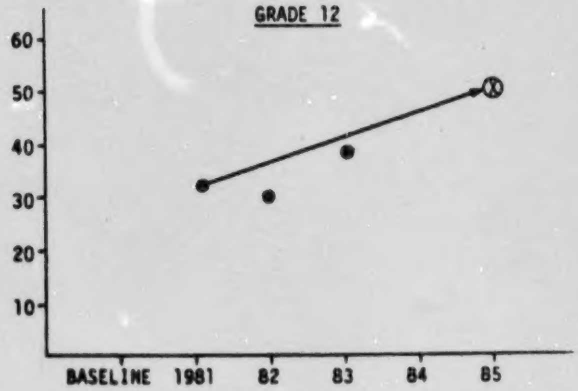








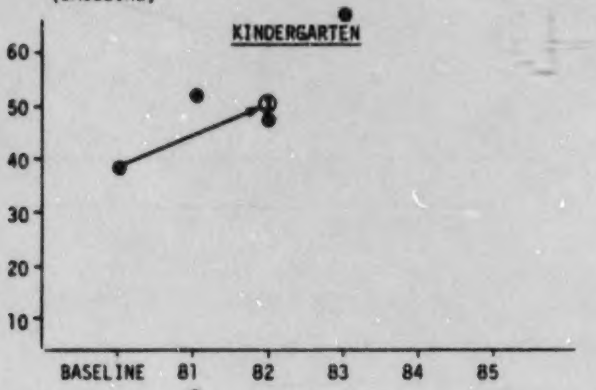


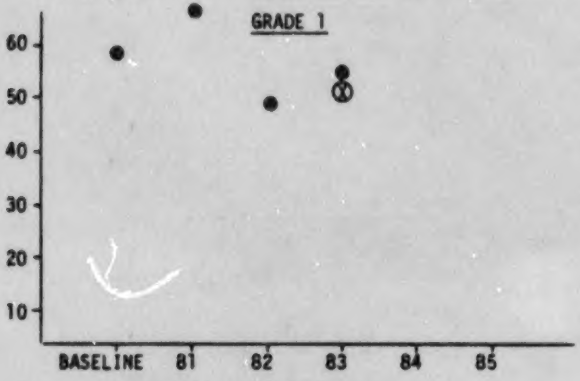


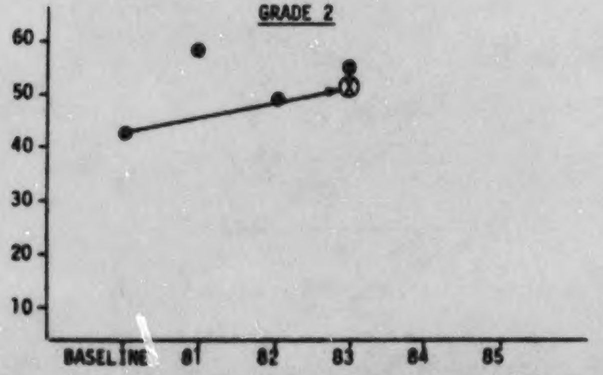
① GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

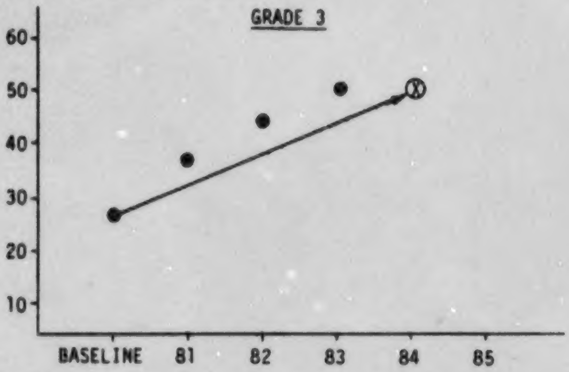
FIGURE SET 4B
GRAPHIC DISPLAY OF STUDENT PROGRESS
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN
MATH - FORM U DATA

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
K	39.4	52.2	48.3	63.7		
1	58.7	68.6	49.8	53.1		
2	41.5	59.4	48.0	53.8		
3	27.6	37.5	43.9	50.2		
4	21.4	37.3	44.7	48.2		
5	29.1	40.3	50.9	52.1		
6	27.7	44.2	47.2	61.2		


KINDERGARTEN


GRADE 1


GRADE 2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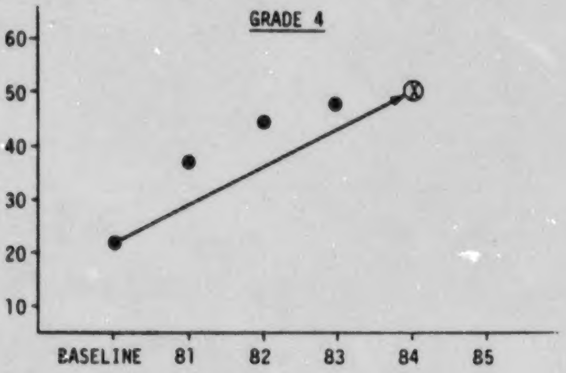
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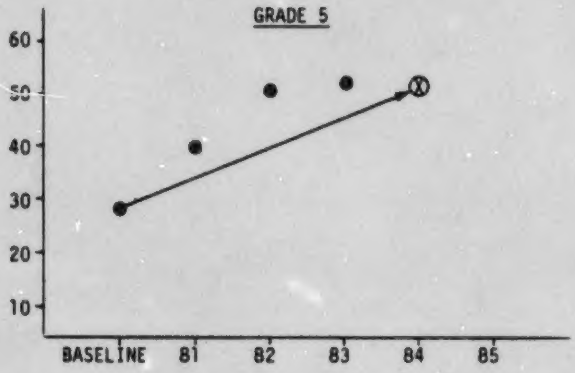
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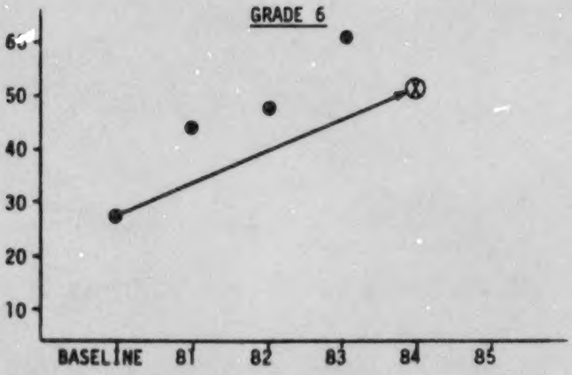
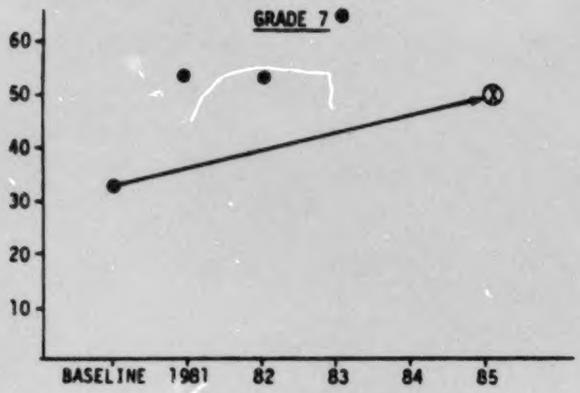

GRADE 6

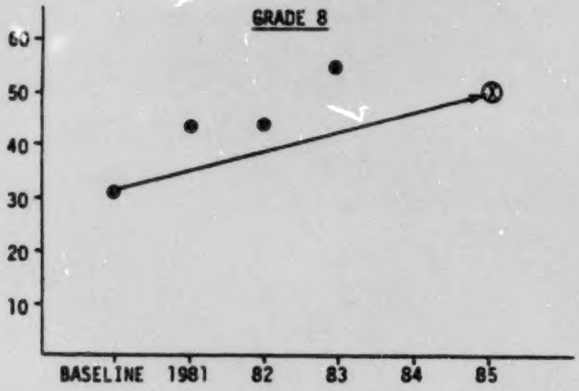
⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

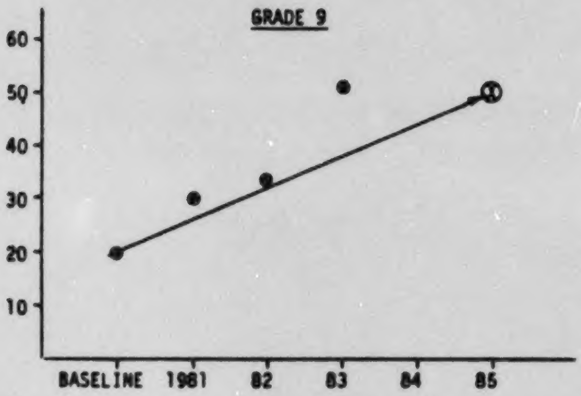
FIGURE SET 4B
GRAPHIC DISPLAY OF STUDENT PROGRESS
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN
MATH - FORM U DATA

JUNIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN 1980 (BASELINE)	81	82	83	84	85
7	33.8	53.3	53.2	66.4		
8	31.0	42.7	43.2	55.3		
9	19.8	30.3	32.9	50.8		

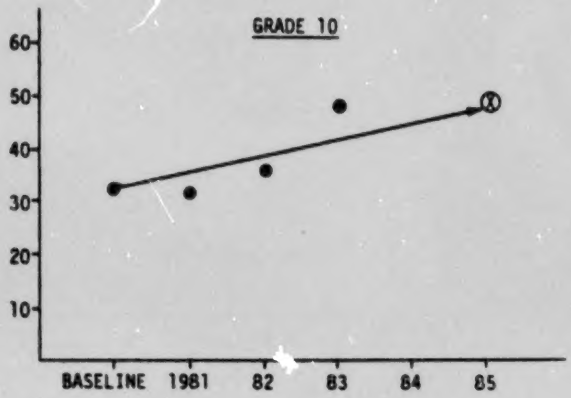


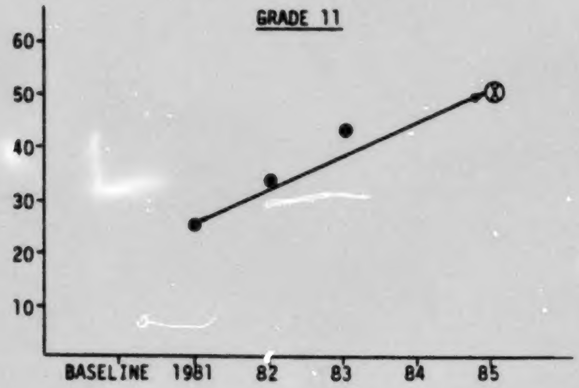


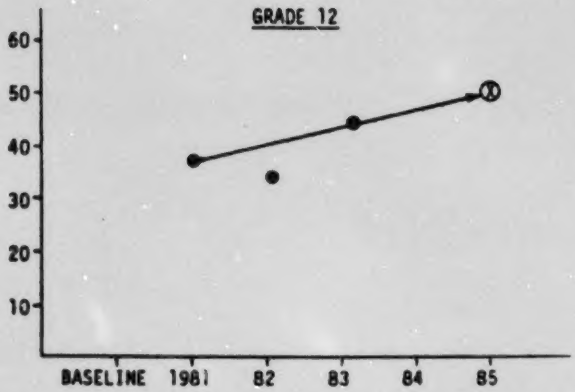


SENIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN 1980 (BASELINE)	81	82	83	84	85
10	32.3	31.8	35.8	48.2		
11	☒	25.9	34.9	44.1		
12	☒	38.6	36.4	44.6		







ⓧ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

Summary of Interim Goal Progress Status

Table 4 provides two "scoreboards" which summarize the progress status ratings for reading, language and math for the court-ordered grades. The magnitudes of the "+'s" and "—'s" are masked in this type of summary, but they are readily observable by reviewing the previous tables and figure sets.

The top set of progress status ratings are for students who were in attendance in the identified schools since the start of the school year ("Attendance for the Full School Year") based on Form S norms. The bottom display contains data for the same students using the Form U norms.

In the top table (Form S norms), 27 of the 35 cells have interim goal progress status ratings of "✓" (approximates), "+" (exceeds), or "M" (maintained). Using Form U norms (bottom table), 22 of the 35 cells have such ratings. Both "scoreboards" provide data for the grades addressed in the court order (K-11).

For the reader wishing to review interim goal progress for individual schools, Appendix E is provided.

Also in the appendices the reader will find detailed baseline data (Appendix B) and Spring 1983 data (Appendix C) for each subtest. Appendix D contains graphic contrasts of baseline data vs. Spring 1983 data for Total Reading, Total Language and Total Mathematics.

TABLE 4

SUMMARY OF STUDENT INTERIM PROGRESS RELATIVE TO
ACHIEVEMENT STANDARDS STATED IN DECEMBER 1980 COURT ORDER

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

FORM S NORMS*

	K	1	2	3	4	5	6	7	8	9	10	11
READING	+	M	+	+	—	—	—	+	✓	—	—	—
LANGUAGE	NO TEST	+	+	+	+	+	+	+	+	+	—	—
MATH	+	M	+	+	+	+	+	+	+	+	+	+

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

FORM U NORMS

	K	1	2	3	4	5	6	7	8	9	10	11
READING	+	✓	—	—	—	—	—	✓	✓	—	—	—
LANGUAGE	NO TEST	—	—	✓	+	—	✓	+	+	✓	—	—
MATH	+	M	+	+	+	+	+	+	+	+	+	+

CODES:
"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL
"✓" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

*ALL VALUES OF THIS TABLE HAVE BEEN EQUATED TO FORM S NORMS USING THE PUBLISHER'S EQUATING DATA, EXCEPT FOR GRADES K AND 1 (FOR WHICH NO PUBLISHER EQUATING DATA EXIST). CONSERVATIVE EQUATING VALUES HAVE BEEN USED TO PERMIT REASONABLE ESTIMATES OF FORM S-EQUATED ACHIEVEMENT.

GRADES ONE AND TWO STATUS RE: COURT ORDER

According to the December 2, 1980 court order, 50 percent of the pupils in Grades One and Two in the minority-isolated schools were to achieve at or above the national norm on the *Comprehensive Tests of Basic Skills* in reading, mathematics and language by Spring 1983 (see Appendix A). Kindergarten pupils were charged to attain that standard by Spring 1982--which they did. Implicit in the court order was the maintenance of this level of performance for Kindergarten pupils.

The new CTBS, Form U tests present some difficulties in evaluating the degree of attainment of the 50 percent goal. As has been mentioned several times before, no equating study was done by the publisher for Kindergarten or Grade One tests. Hence, for consistency of data, a Form S estimate was necessary. Using the data in Appendix K of Report 315, conservative Form S-equating values (40th percentile for reading and language and the 45th percentile for mathematics) of the percents of students scoring at or above the norm were established.

A summary of the degree of goal attainment by grade level for both Form S and Form U norms is displayed in Table 5 below.

The primary conclusions are: 1) using Form S norms, at all three grade levels and for all three content areas, 50 percent or more of the pupils scored at or above the national norm; 2) using Form U norms, Kindergarten-reading and all grades in math attained the goal of 50 percent at or above norm; the other content area/grades did not attain the standard.

TABLE 5

PERCENT OF PUPILS SCORING AT OR ABOVE THE NATIONAL NORM
GRADES K, ONE AND TWO - SPRING 1983 CTBS RESULTS

	FORM S NORMS			FORM U NORMS		
	READING	LANGUAGE	MATH	READING	LANGUAGE	MATH
K	69.5	NO TEST	73.8	60.8	NO TEST	63.7
1	58.6	56.0	57.1	48.4	43.7	53.1
2	52.7	58.2	63.2	38.1	46.7	53.8

PART II
TESTS SCORES IN MINORITY-ISOLATED SCHOOLS VS. MAJORITY SCHOOLS

BACKGROUND INFORMATION

During the overview of Report 315 in a court hearing (July 1982), Judge Franklin B. Orfield requested a comparison of the CTBS tests results of the court-identified minority-isolated schools with all the other schools in the district. Report 315A was prepared and provided in August 1982 to fulfill that request.

Part II of this report is intended to respond to an extension of that initial request. In the November 8, 1982 court order, the district was directed by Judge Orfield to provide data similar to that in Report 315A; but for the 1982-83 school year for Grades 5, 7, 9, 11 and 12. More specifically, Part II of this report is intended to respond to two primary questions. They are:

- For districtwide testing at Grades 5, 7, 9, 11 and 12, how does the achievement of students in the court-identified minority-isolated schools (MI) compare with the test results of students in the other schools (NON-MI)?
- How do the achievement levels of the minority-isolated and non-minority-isolated schools compare with their respective achievement levels before the court order?

METHODOLOGY AND GRADE LEVELS INCLUDED

Judge Orfield requested that the data display be similar to the displays in Report 315. In that report, the primary statistic provided is the percent of students achieving at or above the national norm. The statistic is usually presented in the context of "Interim Goals." Since the interim goal concept can not be applied to the non-minority-isolated data, it was determined that the most appropriate method of responding to the two questions given above was to provide a direct comparison of the two groups' achievement for Spring 1983 and also for the 1979-80 school year (pre court order).

At the elementary school level, Grade 5 pupils have been tested in the spring since the 1978-79 school year. For the Districtwide Testing Program at the junior high level, Grade 9 pupils were tested this spring for the first time; Grade 7 pupils were tested districtwide for the first time in the Spring of 1982. In previous years, districtwide junior high testing had involved Grade 8 pupils in the fall.

The data at the senior high level are from the Districtwide Testing Program for Grade 11 (administered in November) and from the California Assessment Program for Grade 12 (administered in early December). In both of these instances, the grade levels and testing intervals are consistent between 1979-80 data and 1982-83 data.

A summary of the grade levels and testing intervals for all data in Part II of this report is provided on the next page.

TABLE 6
TEST/DATE INFORMATION FOR DISTRICTWIDE TESTING 1979-80 AND 1982-83 SCHOOL YEARS

1979-80 SCHOOL YEAR			1982-83 SCHOOL YEAR		
GRADE	TEST, LEVEL	TIME	GRADE	TEST, LEVEL	TIME
5	CTBS, 2S	Spring	5	CTBS, GU	Spring
8	CTBS, 3S	Fall	7	CTBS, HU	Spring
			9	CTBS, JU	Spring
11	CTBS, 4S	Fall	11	CTBS, 4S	Fall
12	CAP	Winter	12	CAP	Winter

All CTBS data for Part II of this report involve only those students who had been in attendance for the full school year preceeding the test. Also, all CTBS data have been equated to both Form S and Form U norms (as directed by the court).

The data at Grade 12 was abstracted from existing computer printouts provided by the State Department of Education.

SUMMARY OF CTBS RESULTS--MI VS. NON-MI

Tables 7 through 10 contain 1979-80 and 1982-83 CTBS data for Grades 5, 7, 9 and 11, respectively--separated by minority-isolated (MI) and non-minority-isolated schools (NON-MI). The primary statistic of these analyses, the percent of students scoring at or above the norm, is denoted by "%≥MDp." The number of students tested (N), and the number of those students scoring at or above the publisher's national norm (N≥MDp) are also provided for each group of students. Figure Sets 5 through 8 illustrate the data contained in the tables.

One example of the data in Table 7 should facilitate the review of the remaining data. For example, Grade 5 reading in the minority-isolated schools (MI) had 24.1 percent of the students at or above the national norm (Form S) for Spring 1980. The corresponding value for Spring 1983 increased to 36.4 percent. The other schools in the district which are not identified as minority-isolated (NON-MI) had percents of 68.5 and 65.3 for 1980 and 1983 respectively. This example, using Form S data, is illustrated in Figure Set 5 by the upper level graphs using Form S data.

Table 11 and Figure Set 9 contain data for Grade 12 CAP results for 1979-80 and for 1981-82. (1982-83 data are not available until November 1983). There are no Form S and Form U norms for the CAP test--only state norms.

Testing Results
for Minority Isolated Schools
Spring 1983

The most noteworthy findings of Part II of this report follow:

- Across all grade levels measured districtwide by the CTBS (i.e., Grades 5, 7, 9 and 11) and in all content areas (i.e., reading, language and math), 1982-83 achievement in the NON-MI schools is higher than in MI schools. This finding is true also for the 1979-80 baseline year.
- The percent of students in MI schools who are scoring at or above the norm (using either Form S or Form U norms) has increased significantly from 1979-80 to 1982-83. (Figure Sets 5, 6, 7 and 8 help to illustrate this). Across the grades in NON-MI schools, scores in language and math have also increased slightly (except Grade 11). The reading scores for NON-MI are slightly lower at all grades.
- The margin of difference between the achievement scores of MI and NON-MI schools for 1982-83 is substantially less than the 1979-80 school year--across grades and across content areas.
- More than 50 percent of the students in MI schools are scoring at or above norm (using Form S values) in mathematics (Grades 5, 7 and 9) language (Grades 5 and 7), and reading (Grade 7). The Grade 7 mathematics score for MI schools is almost at parity with the score for NON-MI schools (72.5 vs. 75.9 percent) -- both representing exceptionally high achievement.
- Grade 11 scores in Figure Set 8, although showing a reduction in the margin of difference between MI and NON-MI schools' scores, still reflect a substantial gap. Grade 5 reading scores (see Figure Set 5) merit a similar comment.

In summary, the overriding conclusion is that the margin of difference between MI AND NON-MI schools' CTBS achievement has been reduced very significantly since the 1979-80 school year.

GRADE 12 CAP RESULTS

Regarding Grade 12 CAP results (MI vs. NON-MI), Table 11 and Figure Set 9 contain the relevant data. The percent of students scoring at or above norm (%≥MDs) are referenced to the California state norm for that respective year. New norms are calculated each year.

Since the data had to be obtained from existing computer printouts from the California State Department of Education, the results reflect the achievement of all students in attendance at the time of the test -- not just those in attendance since September 30 as requested in the court order. The Grade 12 CAP test is administered in early December each year. Because of this winter testing, the "newly enrolled" students impact on these scores should not be too significant.

The major conclusion, using CAP data, is that there is a reduction in the degree of difference between MI and NON-MI schools achievement. Using the CAP data, the reduction is rather minor between 1979 and 1981. It is difficult to determine to what degree the reduction is impacted by the annually-changing norms as compared to improved achievement.

TABLE 7

ACHIEVEMENT TESTS RESULTS FOR MINORITY-ISOLATED AND NON-MINORITY ISOLATED SCHOOLS

PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

DISTRICTWIDE TESTING - GRADE 5

CONTENT AREA / GROUP	FORM S DATA						FORM U DATA					
	GRADE 5 SPRING 1980			GRADE 5 SPRING 1983			GRADE 5 SPRING 1980			GRADE 5 SPRING 1983		
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp
READING												
MI Schools	955	230	24.1	1005	366	36.4	955	162	17.0	1005	278	27.7
NON-MI Schools	5891	4035	68.5	5232	3416	65.3	5891	3476	59.0	5232	2872	54.9
Combined	6846	4265	62.3	6237	3782	60.6	6846	3638	53.1	6237	3150	50.5
LANGUAGE												
MI Schools	935	231	24.7	1000	503	50.3	935	137	14.7	1000	359	35.9
NON-MI Schools	5670	3447	60.8	5216	3662	70.2	5670	2495	44.0	5216	2838	54.4
Combined	6605	3678	55.7	6216	4165	67.0	6605	2632	39.8	6216	3197	51.4
MATHEMATICS												
MI Schools	893	310	34.7	1006	564	56.1	893	278	31.1	1006	524	52.1
NON-MI Schools	5836	3758	64.4	5245	3666	69.9	5836	3572	61.2	5245	3498	66.7
Combined	6729	4068	60.5	6251	4230	67.7	6729	3850	57.2	6251	4022	64.3

"N" NUMBER OF PUPILS
"N≥MDp" NUMBER OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.
"%≥MDp" PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.
"MI SCHOOLS" ARE THE COURT-IDENTIFIED MINORITY ISOLATED SCHOOLS.
"NON-MI SCHOOLS" ARE ALL SCHOOLS OTHER THAN MI SCHOOLS.

FIGURE SET 5

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

DISTRICTWIDE TESTING - GRADE 5

FORM S DATA

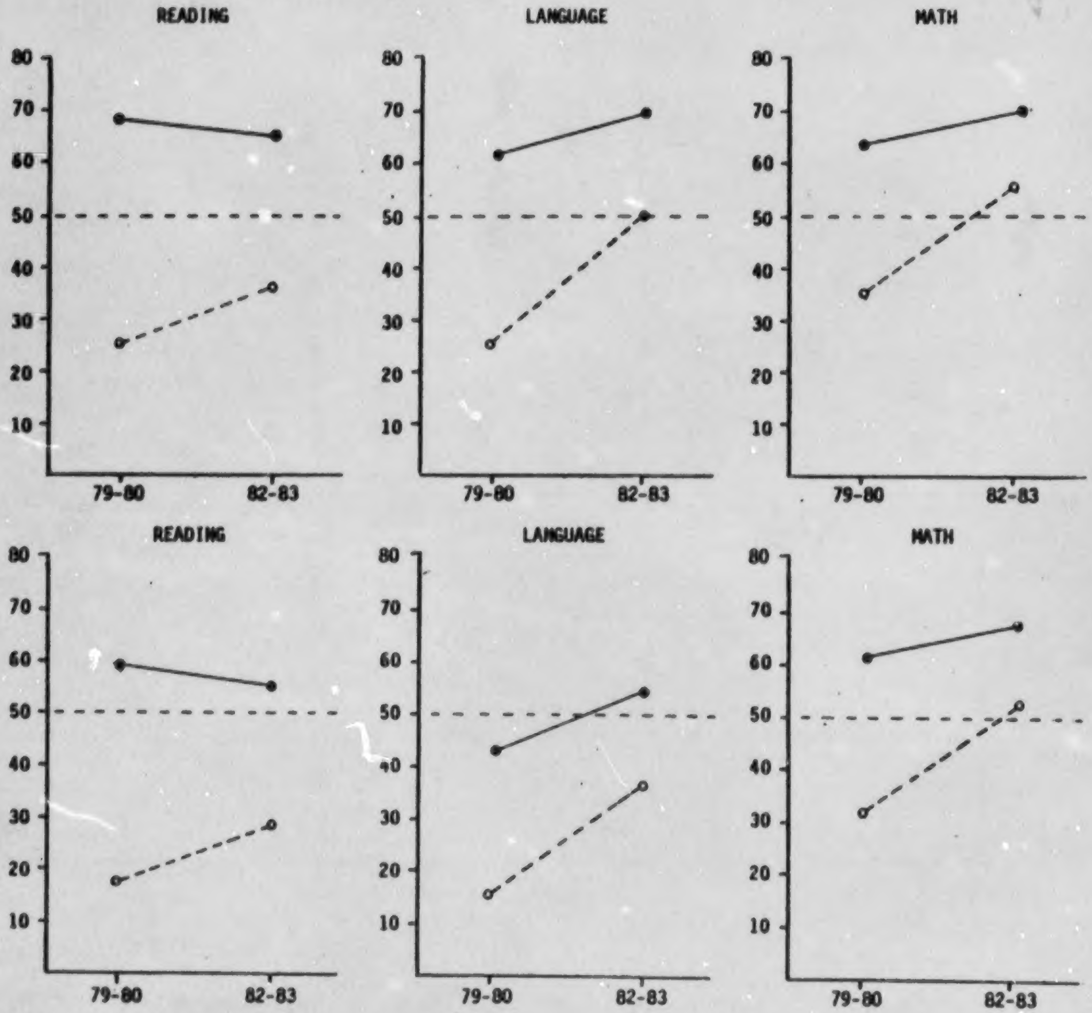
CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	955	5891	1005	5232
	%	24.1	68.5	36.4	65.3
LANGUAGE	N	935	5670	1000	5216
	%	24.7	60.8	50.3	70.2
MATH	N	893	5836	1006	5245
	%	34.7	64.4	56.1	69.9
		1979-80		1982-83	

FORM U DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	955	5891	1005	5232
	%	17.0	59.0	27.7	54.9
LANGUAGE	N	935	5670	1000	5216
	%	14.7	44.0	35.9	54.4
MATH	N	893	5836	1006	5245
	%	31.1	61.2	52.1	66.7
		1979-80		1982-83	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN



CODE:

●———● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

TABLE 8

ACHIEVEMENT TESTS RESULTS FOR MINORITY-ISOLATED AND NON-MINORITY ISOLATED SCHOOLS

PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

DISTRICTWIDE TESTING - GRADE 7

CONTENT AREA / GROUP	FORM S DATA						FORM U DATA					
	GRADE 8 FALL 1979			GRADE 7 SPRING 1983			GRADE 8 FALL 1979			GRADE 7 SPRING 1983		
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp
READING												
MI Schools	323	87	26.9	393	199	50.6	323	70	21.7	393	159	40.5
NON-MI Schools	6120	4088	66.8	6664	4338	65.1	6120	3672	60.0	6664	3765	56.5
Combined	6443	4175	64.8	7057	4537	64.3	6443	3742	58.1	7057	3924	55.6
LANGUAGE												
MI Schools	310	89	28.7	389	238	61.2	310	61	19.7	389	215	55.3
NON-MI Schools	5764	3603	62.5	6635	4525	68.2	5764	3084	53.5	6635	4140	62.4
Combined	6074	3692	60.8	7024	4763	67.8	6074	3145	51.8	7024	4355	62.0
MATHEMATICS												
MI Schools	304	122	40.1	396	287	72.5	304	97	31.9	396	263	66.4
NON-MI Schools	6128	4375	71.4	6708	5091	75.9	6128	3922	64.0	6708	4743	70.7
Combined	6432	4497	69.9	7104	5378	75.7	6432	4019	62.5	7104	5006	70.5

"N" NUMBER OF PUPILS
"N≥MDp" NUMBER OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.
"%≥MDp" PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.
"MI SCHOOLS" ARE THE COURT-IDENTIFIED MINORITY ISOLATED SCHOOLS.
"NON-MI SCHOOLS" ARE ALL SCHOOLS OTHER THAN MI SCHOOLS.

FIGURE SET 6

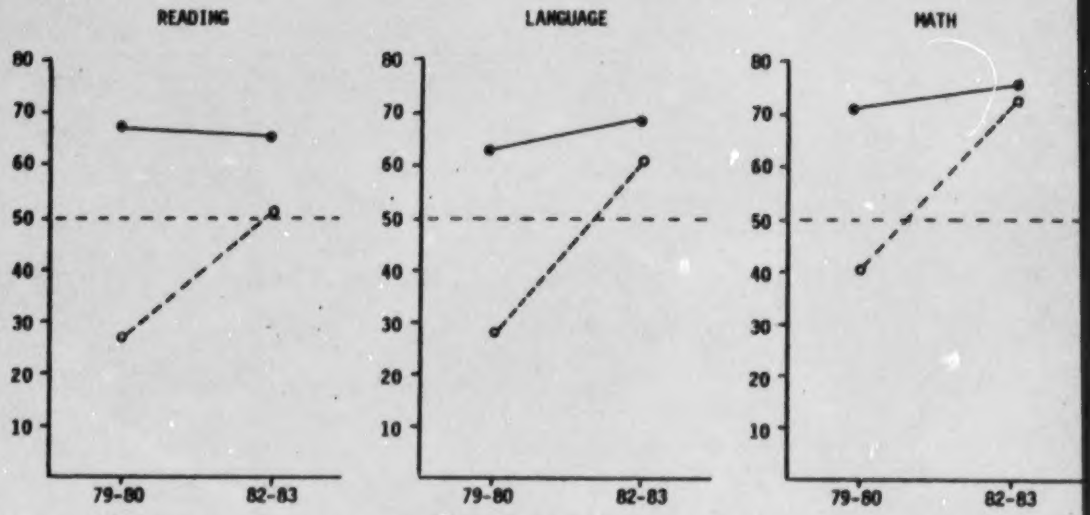
GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

DISTRICTWIDE TESTING - GRADE 7

FORM S DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	323	6120	393	6664
	%	26.9	66.8	50.6	65.1
LANGUAGE	N	310	5764	389	6635
	%	28.7	62.5	61.2	68.2
MATH	N	304	6128	396	6708
	%	40.1	71.4	72.5	75.9
		1979-80		1982-83	

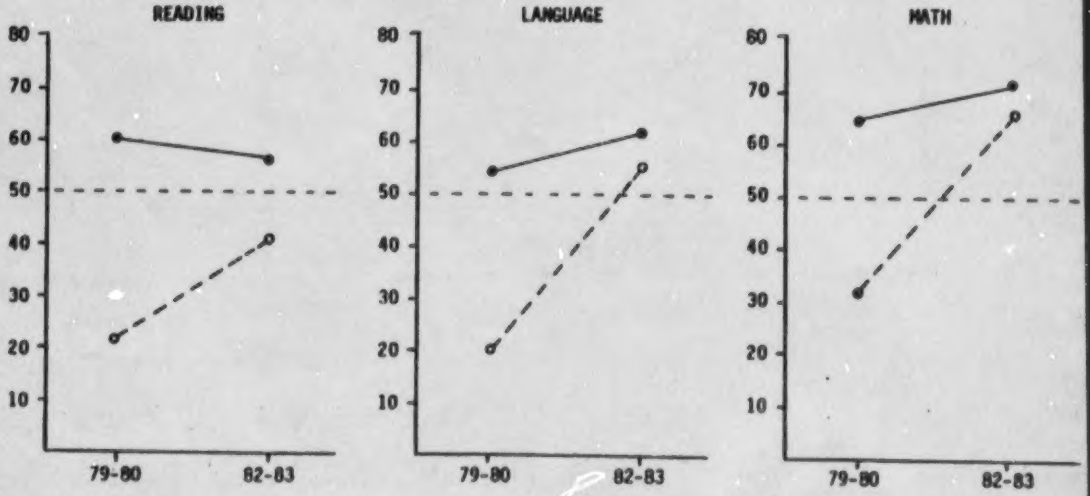


FORM U DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	323	6120	393	6664
	%	21.7	60.0	40.5	56.5
LANGUAGE	N	310	5764	389	6635
	%	19.7	53.5	55.3	62.4
MATH	N	304	6128	396	6708
	%	31.9	64.0	66.4	70.7
		1979-80		1982-83	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN



CODE:

●———● NON-MINORITY ISOLATED SCHOOLS

o- - - -o MINORITY ISOLATED SCHOOLS

TABLE 9

ACHIEVEMENT TESTS RESULTS FOR MINORITY-ISOLATED AND NON-MINORITY ISOLATED SCHOOLS

PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

DISTRICTWIDE TESTING - GRADE 9

CONTENT AREA / GROUP	FORM S DATA						FORM U DATA					
	GRADE 8 FALL 1979			GRADE 9 SPRING 1983			GRADE 8 FALL 1979			GRADE 9 SPRING 1983		
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp
READING												
MI Schools	323	87	26.9	514	175	34.0	323	70	21.7	514	157	30.5
NON-MI Schools	6120	4088	66.8	5730	3386	59.1	6120	3672	60.0	5730	3134	54.7
Combined	6443	4175	64.8	6244	3561	57.0	6443	3742	58.1	6244	3291	52.7
LANGUAGE												
MI Schools	310	89	28.7	496	225	45.4	310	61	19.7	496	185	37.3
NON-MI Schools	5764	3603	62.5	5635	3860	68.5	5764	3084	53.5	5635	3229	57.3
Combined	6074	3692	60.8	6131	4085	66.6	6074	3145	51.8	6131	3414	55.7
MATHEMATICS												
MI Schools	304	122	40.1	508	318	62.6	304	97	31.9	508	258	50.8
NON-MI Schools	6128	4375	71.4	5743	4342	75.6	6128	3922	64.0	5743	3802	66.2
Combined	6432	4497	69.9	6251	4660	74.5	6432	4019	62.5	6251	4060	64.9

"N" NUMBER OF PUPILS
"N≥MDp" NUMBER OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.
"%≥MDp" PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.
"MI SCHOOLS" ARE THE COURT-IDENTIFIED MINORITY ISOLATED SCHOOLS.
"NON-MI SCHOOLS" ARE ALL SCHOOLS OTHER THAN MI SCHOOLS.

FIGURE SET 7

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

DISTRICTWIDE TESTING - GRADE 9

FORM S DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	323	6120	514	5730
	%	26.9	66.8	34.0	59.1
LANGUAGE	N	310	5764	496	5635
	%	28.7	62.5	45.4	68.5
MATH	N	304	6128	508	5743
	%	40.1	71.4	62.6	75.6
		1979-80		1982-83	

FORM U DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	323	6120	514	5730
	%	21.7	60.0	30.5	54.7
LANGUAGE	N	310	5764	496	5635
	%	19.7	53.5	37.3	57.3
MATH	N	304	6128	508	5743
	%	31.9	64.0	50.8	66.2
		1979-80		1982-83	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

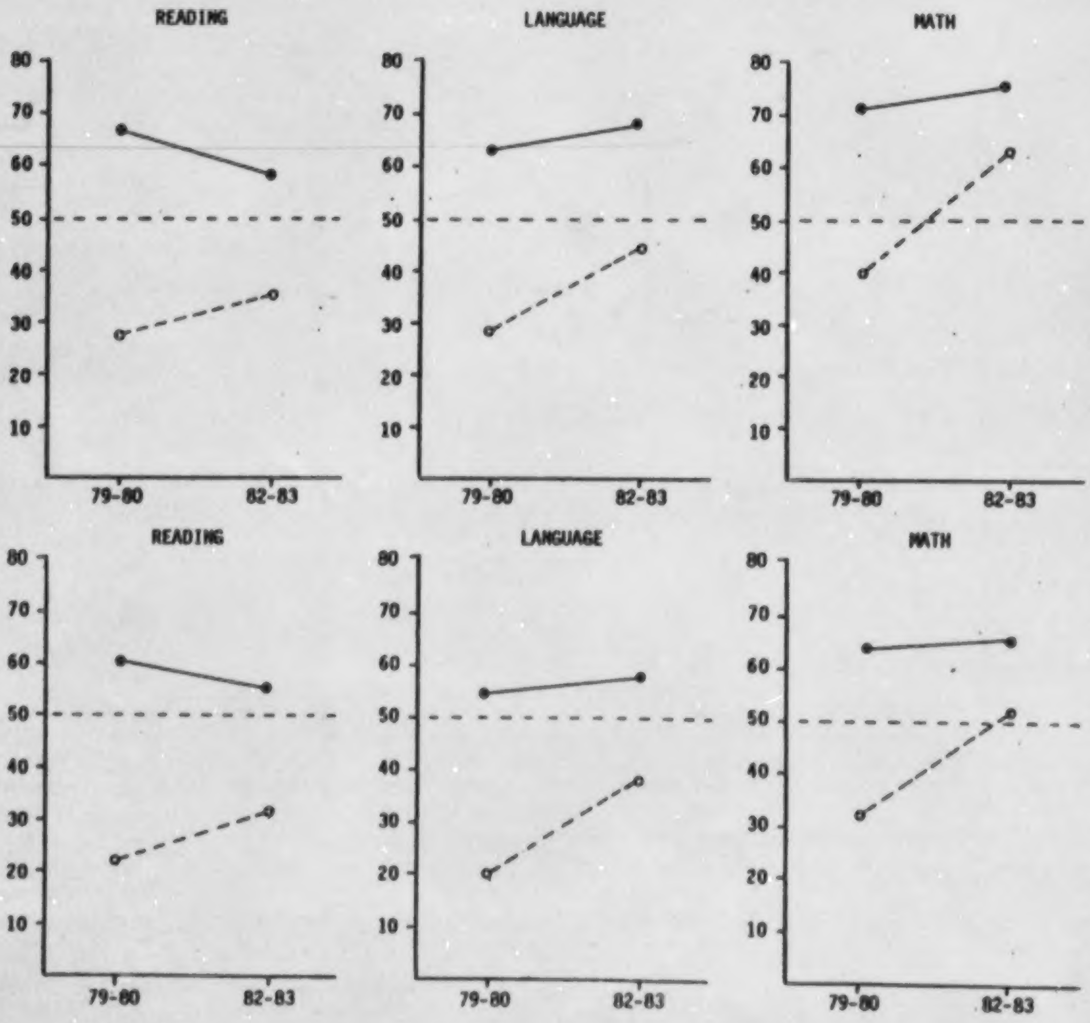


TABLE 10

ACHIEVEMENT TESTS RESULTS FOR MINORITY-ISOLATED AND NON-MINORITY ISOLATED SCHOOLS

PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

DISTRICTWIDE TESTING - GRADE 11

CONTENT AREA / GROUP	FORM S DATA						FORM U DATA					
	GRADE 11 FALL 1979			GRADE 11 FALL 1982			GRADE 11 FALL 1979			GRADE 11 FALL 1982		
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp
READING												
MI Schools	548	197	35.9	494	207	41.9	548	175	31.9	494	183	37.0
NON-MI Schools	5644	3923	69.5	5481	3437	62.7	5644	3652	64.7	5481	3141	57.3
Combined	6192	4120	66.5	5975	3644	61.0	6192	3827	61.8	5975	3324	55.6
LANGUAGE												
MI Schools	533	190	35.6	459	186	40.5	533	190	35.6	459	186	40.5
NON-MI Schools	5534	3470	62.7	5547	3206	57.8	5534	3470	62.7	5547	3206	57.8
Combined	6067	3660	60.3	6006	3392	56.5	6067	3660	60.3	6006	3392	56.5
MATHEMATICS												
MI Schools	535	208	38.8	482	199	41.3	535	187	34.9	482	184	38.1
NON-MI Schools	5483	3712	67.7	5559	3547	63.8	5483	3542	64.6	5559	3358	60.4
Combined	6018	3920	65.1	6041	3746	62.0	6018	3729	62.0	6041	3542	58.6

"N" NUMBER OF PUPILS
"N≥MDp" NUMBER OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.
"%≥MDp" PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.
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FIGURE SET 8

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

DISTRICTWIDE TESTING - GRADE 11

FORM S DATA

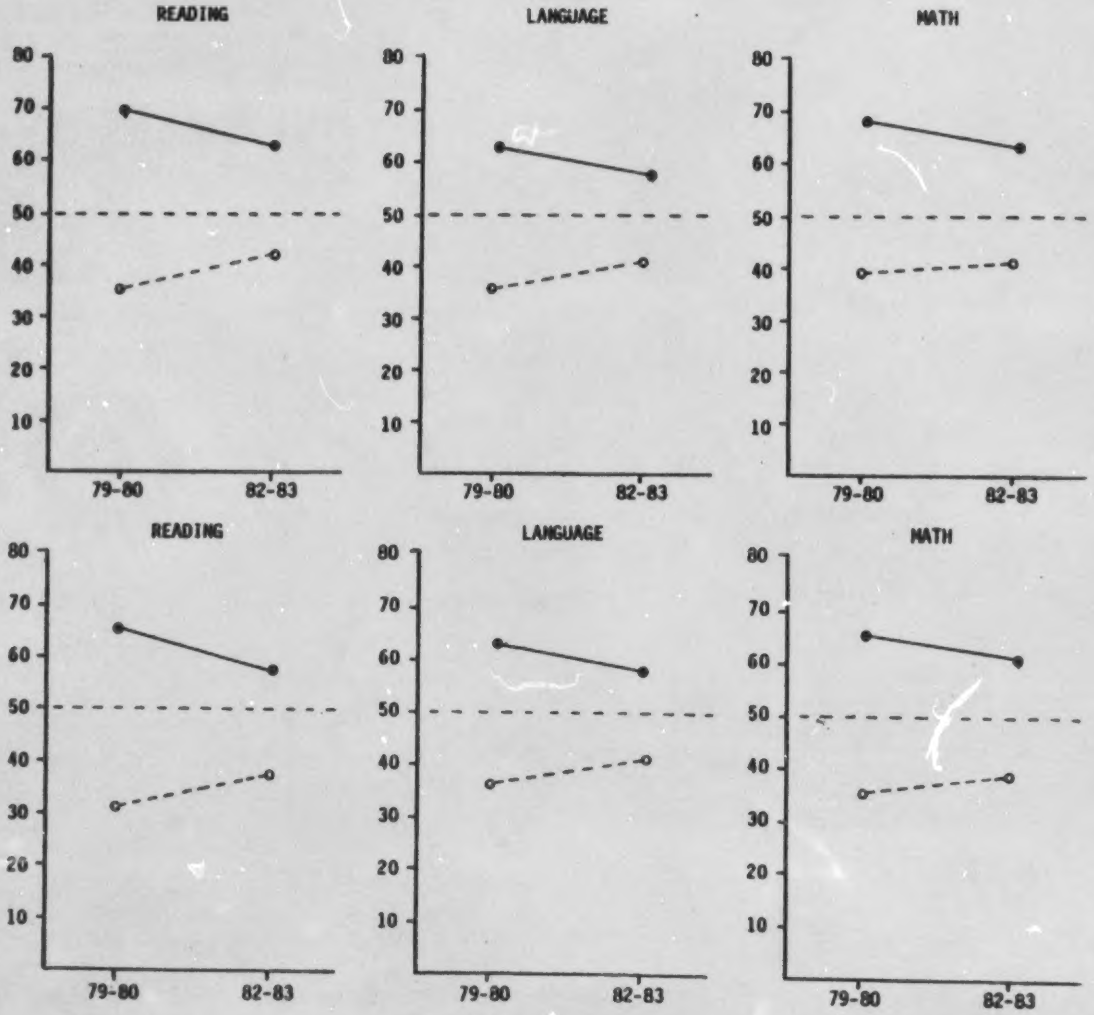
CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	548	5644	494	5481
	%	35.9	69.5	41.9	62.7
LANGUAGE	N	533	5534	459	5547
	%	35.6	62.7	40.5	57.8
MATH	N	535	5483	482	5559
	%	38.8	67.7	41.3	63.8
		1979-80		1982-83	

FORM U DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	548	5644	494	5481
	%	31.9	64.7	37.0	57.3
LANGUAGE	N	533	5534	459	5547
	%	35.6	62.7	40.5	57.8
MATH	N	535	5483	482	5559
	%	34.9	64.6	38.1	60.4
		1979-80		1982-83	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN



CODE:
●———● NON-MINORITY ISOLATED SCHOOLS
○- - - -○ MINORITY ISOLATED SCHOOLS

TABLE 11

ACHIEVEMENT TESTS RESULTS FOR MINORITY-ISOLATED AND NON-MINORITY ISOLATED SCHOOLS
PERCENT OF STUDENTS AT OR ABOVE THE STATE NORM ON THE CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS - GRADE 12

CONTENT AREA / GROUP	NUMBER AND PERCENT OF STUDENTS AT OR ABOVE STATE NORM									CHANGES IN PERCENTS ≥MDs		
	DECEMBER 1979			DECEMBER 1980			DECEMBER 1981					
	N	N≥MDs	%≥MDs	N	N≥MDs	%≥MDs	N	N≥MDs	%≥MDs	CHG 1	CHG 2	CHG 3
READING												
MI Schools	571	197	34.5	596	202	34.0	623	222	35.6	- .5	+1.6	+1.1
NON-MI Schools	5705	3129	54.8	5657	3133	55.4	5752	3058	53.2	+ .6	-2.2	-1.6
Combined	6276	3326	53.0	6253	3335	53.3	6375	3280	51.5	+ .3	-1.8	-1.5
LANGUAGE												
MI Schools	571	201	35.2	596	188	31.5	623	218	35.0	-3.7	+3.5	- .2
NON-MI Schools	5705	3126	54.8	5657	3024	53.5	5752	2977	51.8	-1.3	-1.7	-3.0
Combined	6276	3327	53.0	6253	3212	51.4	6375	3195	50.1	-1.6	-1.3	-2.9
MATHEMATICS												
MI Schools	571	178	31.2	596	176	29.5	623	236	37.9	-1.7	+8.4	+6.7
NON-MI Schools	5705	3399	59.6	5657	3274	57.9	5752	3361	58.4	-1.7	+ .5	-1.2
Combined	6276	3577	57.0	6253	3450	55.2	6375	3597	56.4	-1.8	+1.2	- .6

"N" NUMBER OF PUPILS
"N≥MDs" NUMBER OF PUPILS SCORING AT OR ABOVE THE STATE NORM.
"%≥MDs" PERCENT OF PUPILS SCORING AT OR ABOVE THE STATE NORM.
"MI SCHOOLS" ARE THE COURT-IDENTIFIED MINORITY ISOLATED SCHOOLS.
"NON-MI SCHOOLS" ARE ALL SCHOOLS OTHER THAN MI SCHOOLS.

"CHG 1" = from 1979 to 1980
"CHG 2" = from 1980 to 1981
"CHG 3" = from 1979 to 1981

FIGURE SET 9

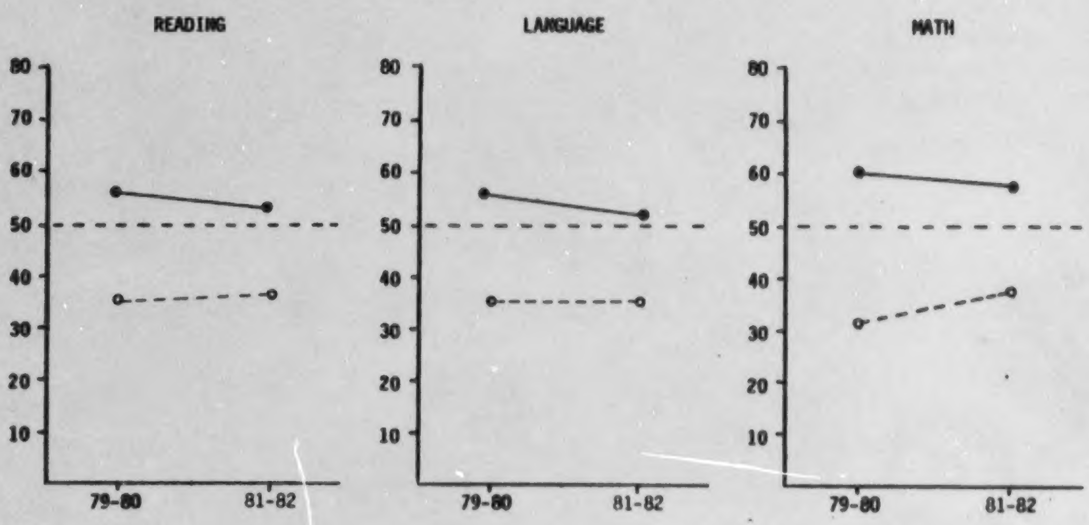
GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE STATE'S MEDIAN PUPIL

SURVEY OF BASIC SKILLS - GRADE 12

GRADE 12 CAP NORMS

CONTENT AREA / DATA		MI	NON-MI	MI	NON-MI
READING	N	571	5705	623	5752
	%	34.5	54.8	35.6	53.2
LANGUAGE	N	571	5705	623	5752
	%	35.2	54.8	35.0	51.8
MATH	N	571	5705	623	5752
	%	31.2	59.6	37.9	58.4
		1979-80		1981-82	



IN THE NOVEMBER 8, 1982 COURT ORDER, PARAGRAPH 11 DIRECTED THE DISTRICT TO PROVIDE DATA CORRELATING THE CTBS AND CAP SCORES AT THE SENIOR HIGH LEVEL.

USING THE SCHOOL AS THE UNIT OF MEASURE, PEARSON PRODUCT-MOMENT COEFFICIENTS OF CORRELATION WERE CALCULATED FOR THE GRADUATING CLASS OF 1982. THIS AMOUNTED TO CORRELATING GRADE 11 CTBS SCORES FOR FALL 1980 WITH GRADE 12 CAP SCORES FOR WINTER OF 1981. THE RESULTING COEFFICIENTS ARE DISPLAYED BELOW:

r READING = +.84 r LANGUAGE = +.93 r MATHEMATICS = +.94

A COEFFICIENT OF +1.00 WOULD BE CONSIDERED A PERFECT CORRELATION. THE VALUES ABOVE ARE CONSIDERED AS BEING VERY HIGH.

PART III
TEST SCORES BY ETHNIC SUBGROUPS AND COMBINED

BACKGROUND INFORMATION

As an extension of the data requested in Part II of this report, the court asked if the data could be provided by ethnic subgroups. The Data Systems Department, in cooperation with Evaluation Services, developed a new set of computer programs which could cost-effectively extract and summarize the multiplicity of data.

The new programs' primary intent is to provide the data for the statistics requested by the court (i.e., the percent of students scoring at or above the publisher's norm--for both Form U and Form S). For each subgroup and combined, a calculated mean scale score* is also generated. The median values for the many subgroups are no longer available in this streamlined set of computer programs.

WORDS OF CAUTION

A few words of caution perhaps are needed before highlighting the data which follow. First, because of the many breakouts of subgroups, there may be instances in which the sample size becomes too small to draw meaningful conclusions. In the figure sets that follow, if the sample size is less than five, the corresponding data point is not plotted.

Another concept to remember is that the 1979-80 data are for a different set of students than the 1982-83 data. For some subgroups, the population may have changed considerably in those three years.

A third important caution relates to the multitude of data contained in Part III of this report and the appendix which provides the corresponding information by school. The caution is that with the multitude of data, there may be strange fluctuations which may be exceptions to the general flow of the data. Admittedly, it is important to find exceptional situations. But, if the reader will review the data in an holistic fashion initially, then the most noteworthy findings will be more apparent.

One final statement is needed regarding achievement scores by ethnicity. Every ethnic group and race has students who have scores which range from very high to very low on standardized tests. To say that a student of ethnic group X will score "high" or "low" because he belongs to a certain ethnic group would not follow from the data contained herein. There is no cause-and-effect relationship established in these data. There are many factors which are not discussed in this report which influence a student's performance on standardized tests.

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*See the preface of Appendix H regarding the proper use of the calculated mean scale score (i.e., must be converted to normalized mean scores).

FORMAT OF THE DATA DISPLAYS

The data displays in Part III are configured in a fashion similar to the data in Part II -- a contrast of Spring 1983 scores with baseline data. The difference is that each page contains the data and the supporting graphics for each ethnic subgroup and for the data "combined." The "combined" data coincides with the information provided in Part II for Grades 5, 7 and 9.

The Figure Sets are provided in pairs, with corresponding Form S and Form U data facing each other to simplify the reader's review. For example, Figure Sets 10A and 10B represent Grade Five reading results for Form S and Form U, respectively. To the left of the graphs, the data are provided in a table for each of the ethnic subgroups and combined. The sample size (N) and the percent of students scoring at or above the norm (%) are provided in each cell of the corresponding tables. The reader is again cautioned with respect to sample size and the change in populations since 1979-80.

FINDINGS

The most noteworthy findings in the data which follow (in Figure Sets 10A through 18B) are detailed below.

- In almost all cases, students in MI schools, regardless of ethnic subgroup, have demonstrated greater gains relative to the baseline data than their ethnic counterparts in the NON-MI schools.

- The most pronounced "gap reduction" has occurred in the content area of math. The most profound illustration may be found in Figure Set 15A. In those displays, it may be noted that the percent of students scoring at or above norm for each ethnic subgroup in the MI schools is greater than the scores of the corresponding ethnic subgroup in the NON-MI schools. As an example, note that in Figure Set 15A (and the corresponding table) 36 percent of the 86 hispanic students in the MI schools had math scores at or above norm in Fall of 1979. In Spring of 1983, 68 percent of the hispanics scored at or above norm. Note that the corresponding values for the hispanic pupils in the NON-MI schools were 55 and 61 percents.

- The content area with the least gains for the grades reviewed in Part III is reading. Reviewing Figure Set 16A, Grade 9 data for hispanics in MI schools shows no change from 1979-80 to 1980-81 (18 percent in both instances). It should be clarified that in most all instances, the reading scores in MI schools have improved for the various ethnic groups. But the reduction in the "margins of advantage" for the corresponding NON-MI schools have not been as pronounced for reading as for math and language.

- In general, language scores are up for MI and NON-MI schools across ethnic subgroups--with the MI schools generally reducing the margins of advantage possessed by the NON-MI schools. The atypical decline in language scores at Grade 9 (see Figure Set 17A) for the Asian pupils in MI and NON-MI schools perhaps may be attributed to the change in the Asian population in the District from 1979 to 1983.

- Reviewing the data in Figure Sets 10A through 15B for MI or NON-MI schools, there generally is a greater percent of white pupils scoring at or above norm than the other ethnic groups.

- At the junior high level from 1979 to 1982, the increased number of white students participating in programs in the MI schools is having an impact upon the reduction in the gap of achievement levels between MI and NON-MI schools. Two examples follow. Removing results of white pupils' test scores from the Grade 7 baseline data and from 1983 spring scores changes the gain scores as follows:

  In Figure Set 13A, the combined reading values increased from 26.9% to 50.6% for MI schools. Without any white pupils' scores those reading values increased correspondingly from 18.2% to 35.5%

  In Figure Set 15A, the math data show gains in MI schools from 40.1% to 72.5%. Without the white pupils' data, the values still reflect an impressive gain from 31.9% to 63.0%.

  At the elementary grades the impact of the white pupils scores on the gains in the MI schools is much less; although it is a contributing factor to the improvement of test scores.

- There were several "cross-overs"*--especially at Grade 7 (Asian-reading,** Hispanic-language, Black-language, Hispanic-math, Black-math, and Asian-math).** At Grade 5, cross-overs occurred for White-language, White-math and Black-math. At Grade 9, black students in MI schools crossed-over the achievement levels of their NON-MI ethnic counterparts in math.

In summary, the improvement of test scores which was observed in Parts I and II of this report carries over, in general, to Part III. That is, test results for each of the various ethnic subgroups in the MI schools have generally improved considerably since 1979-80. With a few exceptions, the average achievement levels of minority students in the MI schools have improved more than their ethnic counterparts in the NON-MI schools.

(Conclusions and recommendations may be found on Pages 66 and 67.)

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*A "cross-over" is a situation in which the line segments from baseline to 1983 for the NON-MI and MI data cross each other. This would occur when a group achieving lower on the baseline data has relatively higher scores on Spring 1983 data. For an example, see Figure Set 12A, MI black students gained from 27% to 48% while NON-MI black students gained from 37% to 46%.

**Very small sample size for MI Asians at Grade 7 -- approximately 10 students.

FIGURE SET 10A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 5

CONTENT AREA: TOTAL READING

NORMS USED : FORM S

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	388	702	391	824
	%	11	47	23	43
WHITE	N	100	4084	166	2969
	%	65	76	73	77
BLACK	N	432	535	382	532
	%	24	40	32	42
ASIAN	N	35	539	66	894
	%	60	67	45	62
ALSKN/INDN	N	0	31	0	13
	%	--	58	--	54
COMBINED	N	955	5891	1005	5232
	%	24.1	68.5	36.4	65.3
		SPRING 1980		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●———● NON-MINORITY ISOLATED SCHOOLS

○- - - - -○ MINORITY ISOLATED SCHOOLS

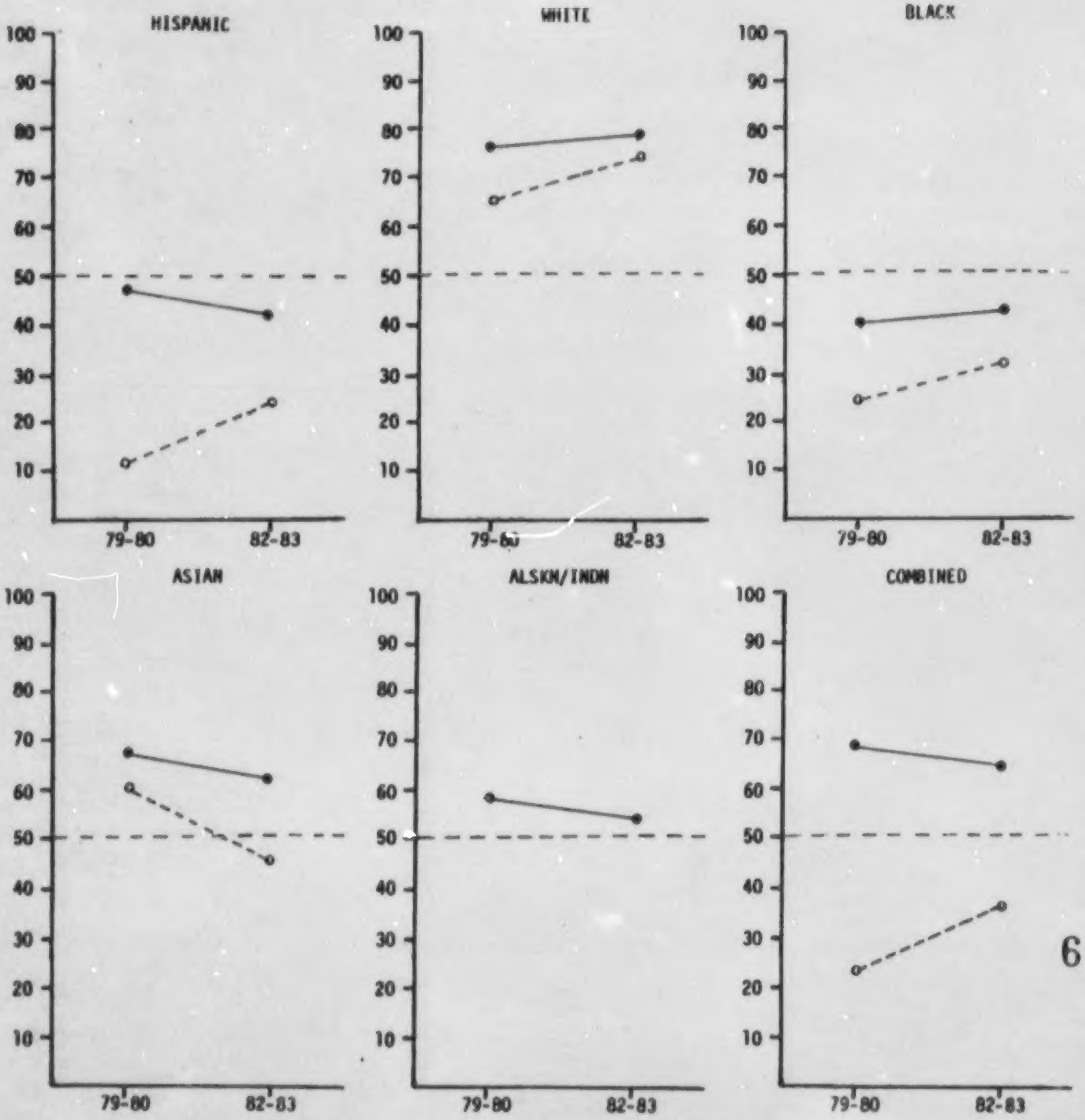

FIGURE SET 10B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 5

CONTENT AREA: TOTAL READING

NORMS USED : FORM U

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	388	702	391	824
	%	6	36	14	31
WHITE	N	100	4084	166	2969
	%	59	67	64	68
BLACK	N	432	535	382	532
	%	15	31	23	29
ASIAN	N	35	539	66	894
	%	46	55	39	49
ALSKN/INDN	N	0	31	0	13
	%	--	48	--	46
COMBINED	N	955	5891	1005	5232
	%	17.0	59.0	27.7	54.9
		SPRING 1980		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

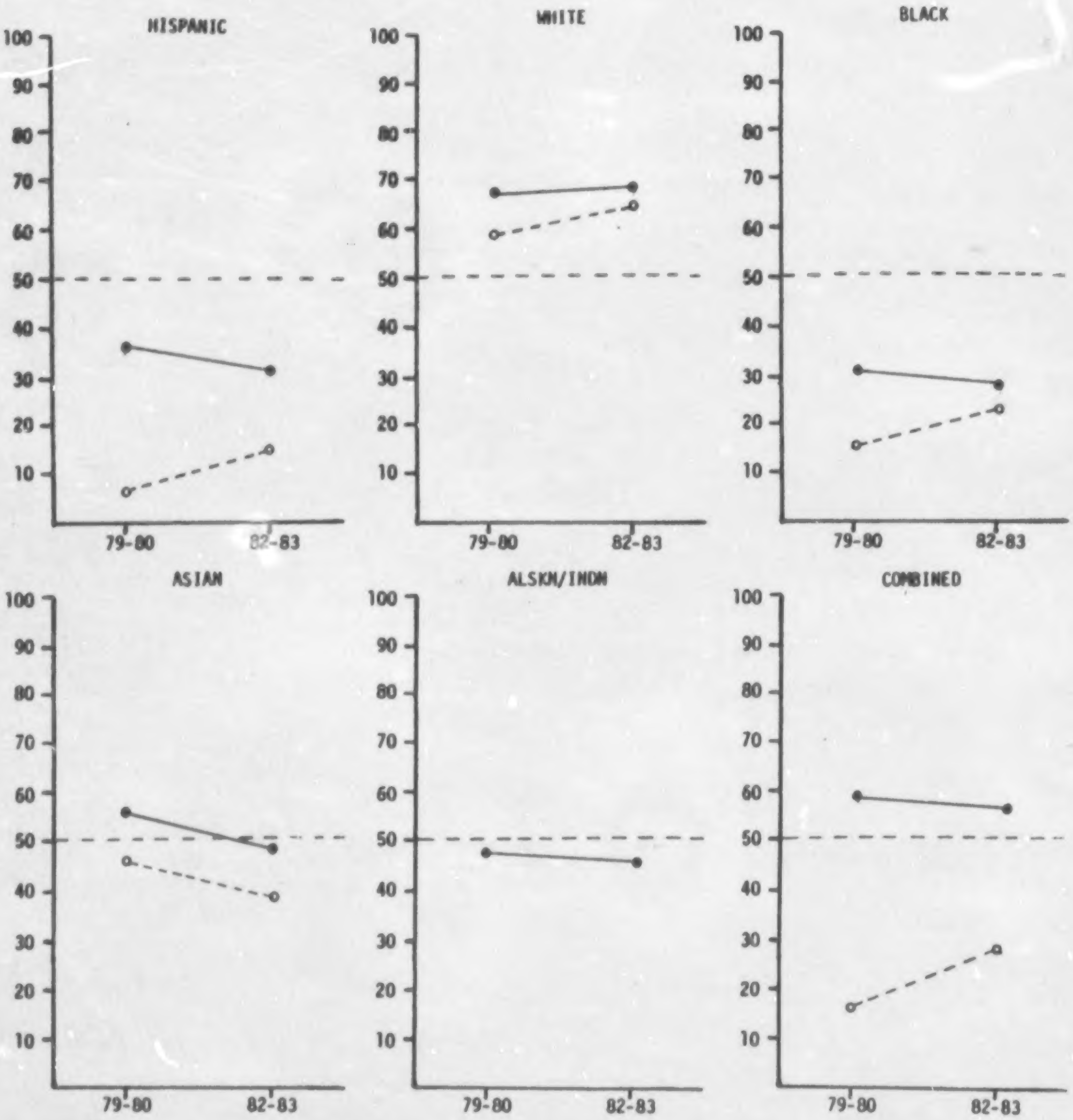

FIGURE SET 11A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 5

CONTENT AREA: TOTAL LANGUAGE

NORMS USED : FORM S

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	387	673	390	820
	%	14	42	43	52
WHITE	N	98	3957	164	2960
	%	55	66	81	79
BLACK	N	416	506	380	531
	%	25	37	43	45
ASIAN	N	34	503	66	892
	%	56	70	62	74
ALSKN/INDN	N	0	31	0	13
	%	--	52	--	46
COMBINED	N	935	5670	1000	5216
	%	24.7	60.8	50.3	70.2
		SPRING 1980		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●———● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

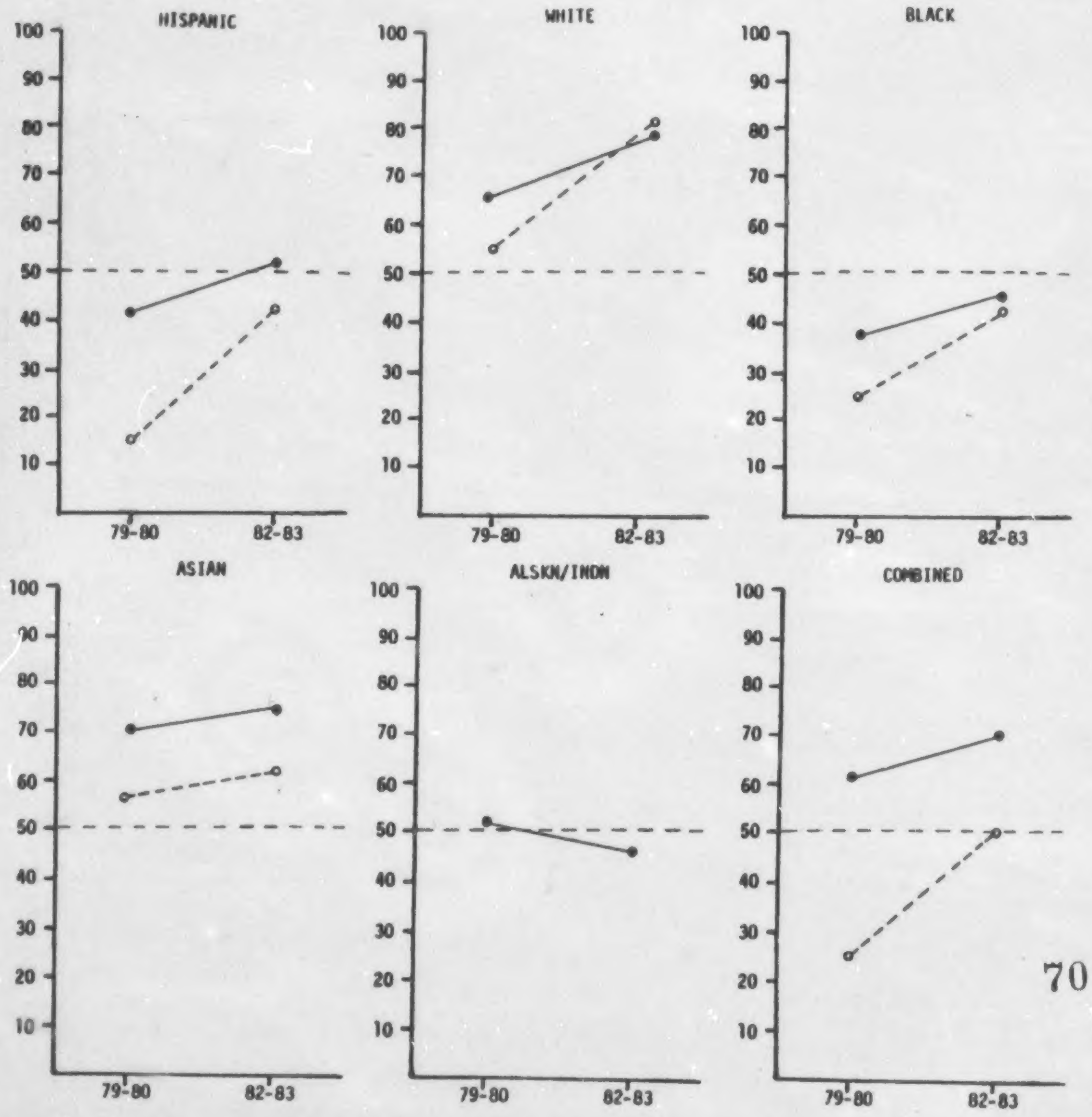

FIGURE SET 11B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 5

CONTENT AREA: TOTAL LANGUAGE

NORMS USED : FORM U

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	387	673	390	820
	%	6	28	28	33
WHITE	N	98	3967	164	2960
	%	40	49	69	64
BLACK	N	416	506	380	531
	%	13	22	28	30
ASIAN	N	34	503	66	892
	%	50	52	45	57
ALSKN/INDN	N	0	31	0	13
	%	--	36	--	23
COMBINED	N	935	5670	1000	5216
	%	14.7	44.0	35.9	54.4
		SPRING 1980		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

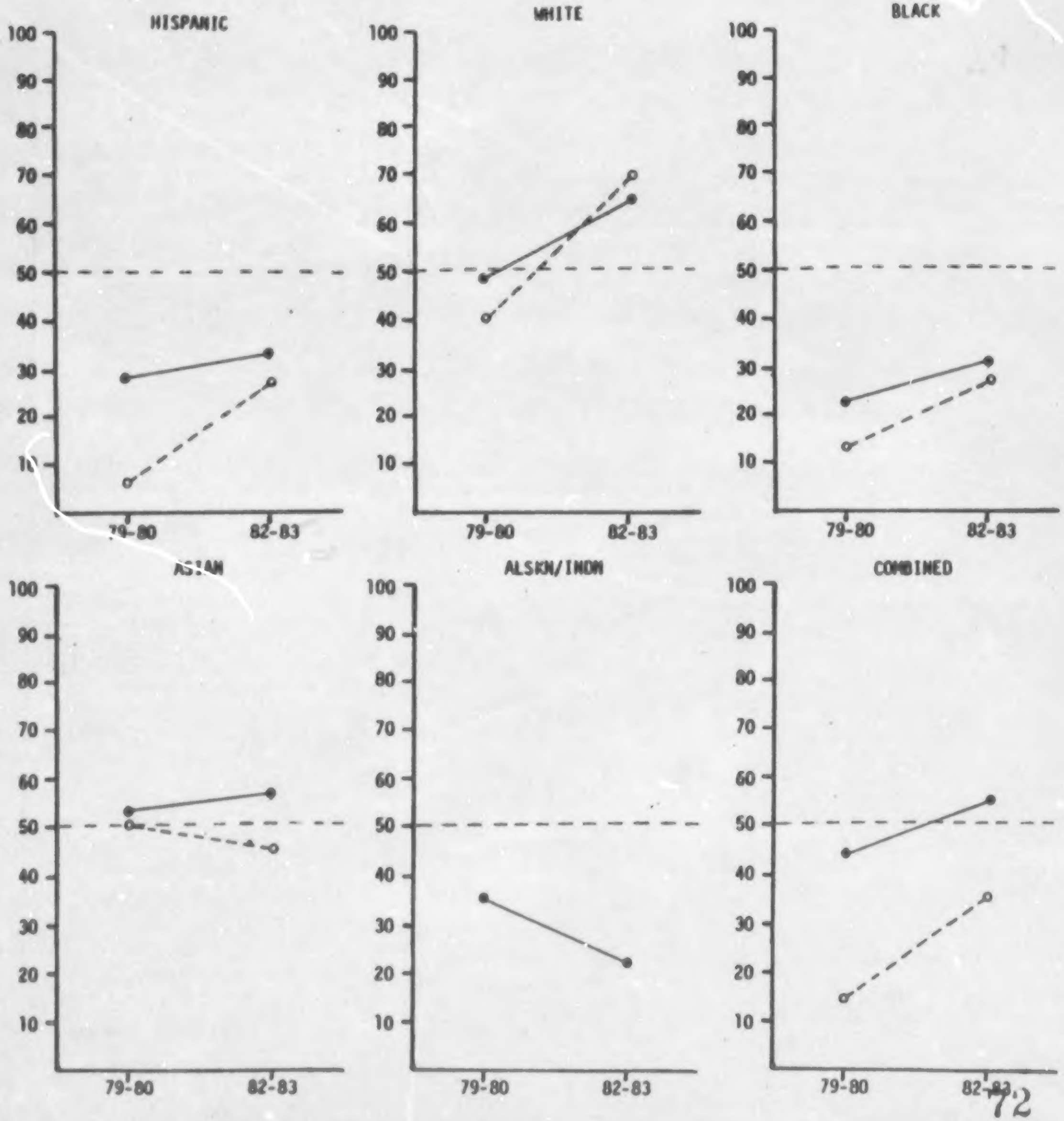

FIGURE SET 12A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 5

CONTENT AREA: TOTAL MATH

NORMS USED : FORM S

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	350	690	392	824
	%	31	50	49	52
WHITE	N	98	4044	165	2966
	%	66	70	82	77
BLACK	N	410	529	383	536
	%	27	37	48	46
ASIAN	N	35	542	66	906
	%	74	72	77	78
ALSKN/INDN	N	0	31	0	13
	%	--	61	--	54
COMBINED	N	893	5836	1006	5245
	%	34.7	64.4	56.1	69.9
		SPRING 1980		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - -○ MINORITY ISOLATED SCHOOLS

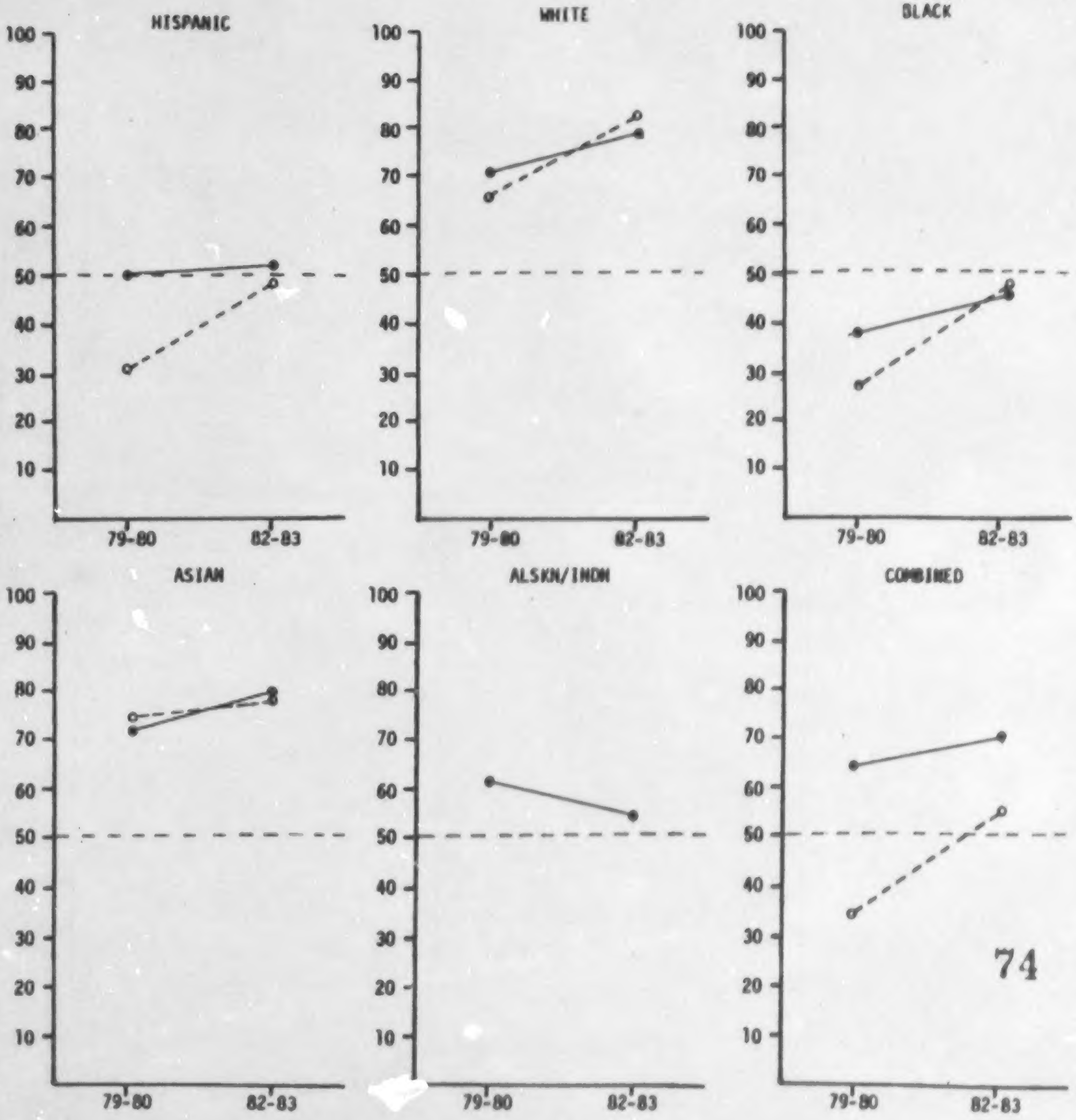

FIGURE SET 12B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 5
CONTENT AREA: TOTAL MATH
NORMS USED : FORM U

GROUP / DATA		MI	NON-MI	MI	NON-MI
		SPRING 1980		SPRING 1983	
HISPANIC	N	350	690	392	824
	%	27	44	45	49
WHITE	N	98	4044	165	2966
	%	64	67	79	74
BLACK	N	410	529	383	536
	%	24	34	44	42
ASIAN	N	35	542	66	906
	%	66	69	74	75
ALSKN/INDN	N	0	31	0	13
	%	--	61	--	46
COMBINED	N	893	5836	1006	5245
	%	31.1	61.2	52.1	66.7

N = NUMBER OF STUDENTS
% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:
●———● NON-MINORITY ISOLATED SCHOOLS
○- - - -○ MINORITY ISOLATED SCHOOLS

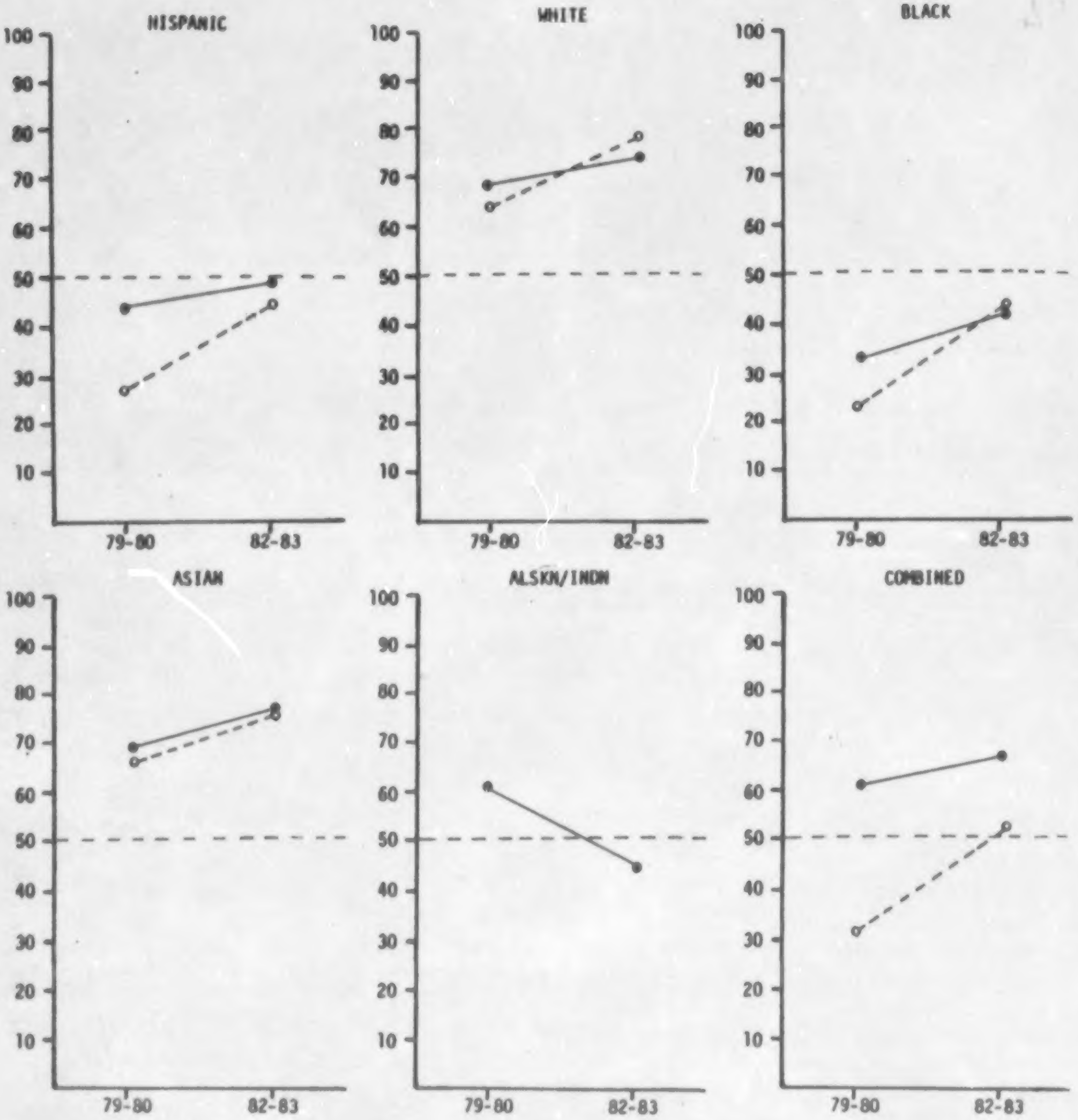

FIGURE SET 13A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 7

CONTENT AREA: TOTAL READING

NORMS USED : FORM 5

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	100	837	104	1046
	%	18	44	28	42
WHITE	N	49	4049	109	3863
	%	76	76	90	78
BLACK	N	165	716	167	845
	%	18	39	38	41
ASIAN	N	9	499	11	891
	%	22	63	64	58
ALSKN/INDN	N	0	19	2	19
	%	--	68	50	63
COMBINED	N	323	6120	393	6664
	%	26.9	66.8	50.6	65.1
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●———● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

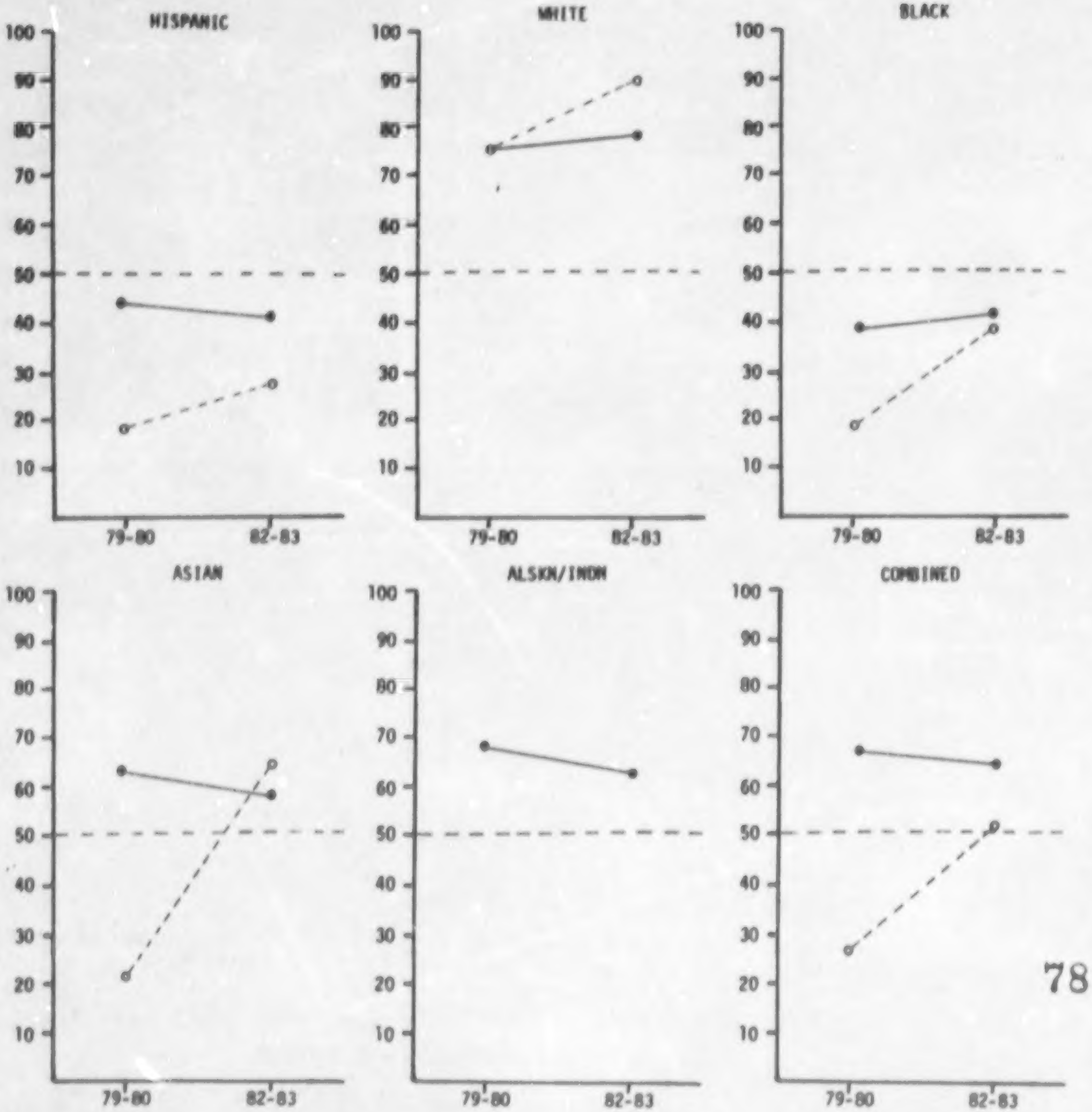

FIGURE SET 13B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 7

CONTENT AREA: TOTAL READING

NORMS USED : FORM U

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	100	837	104	1046
	%	12	36	19	33
WHITE	N	49	4049	109	3863
	%	73	70	83	70
BLACK	N	165	716	167	845
	%	12	30	24	32
ASIAN	N	9	499	11	891
	%	22	56	64	48
ALSKN/INDN	N	0	19	2	19
	%	--	68	50	58
COMBINED	N	323	6120	393	6664
	%	21.7	60.0	40.5	56.5
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

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○- - - -○ MINORITY ISOLATED SCHOOLS

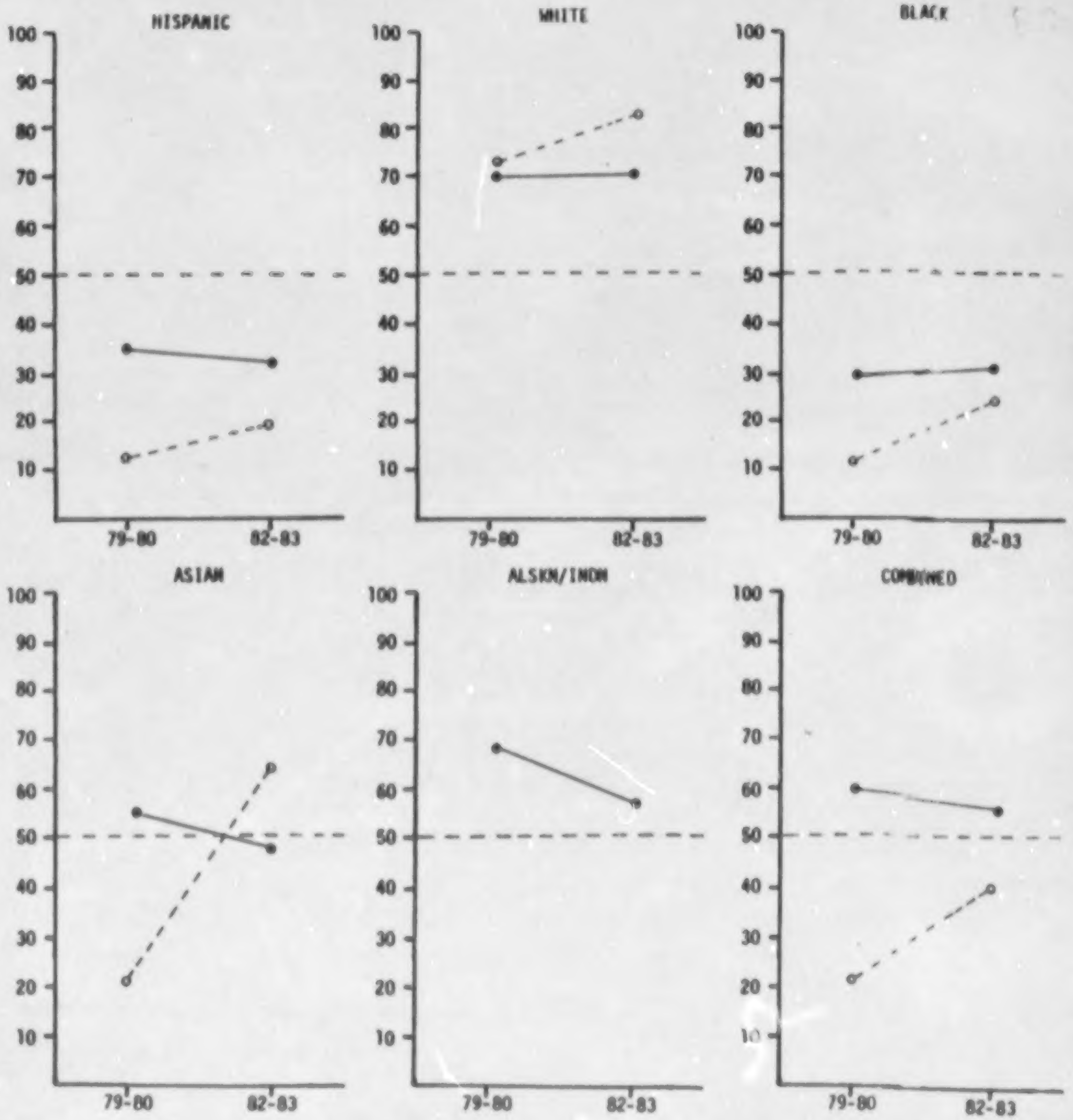


FIGURE SET 14A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 7

CONTENT AREA: TOTAL LANGUAGE

NORMS USED : FORM S

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	92	779	102	1034
	%	13	42	42	49
WHITE	N	50	3850	108	3853
	%	76	70	93	77
BLACK	N	159	668	166	835
	%	21	39	51	47
ASIAN	N	9	450	11	892
	%	67	66	82	70
ALSKN/INDN	N	0	17	2	21
	%	--	64	100	67
COMBINED	N	310	5764	389	6635
	%	28.7	62.5	61.2	68.2
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

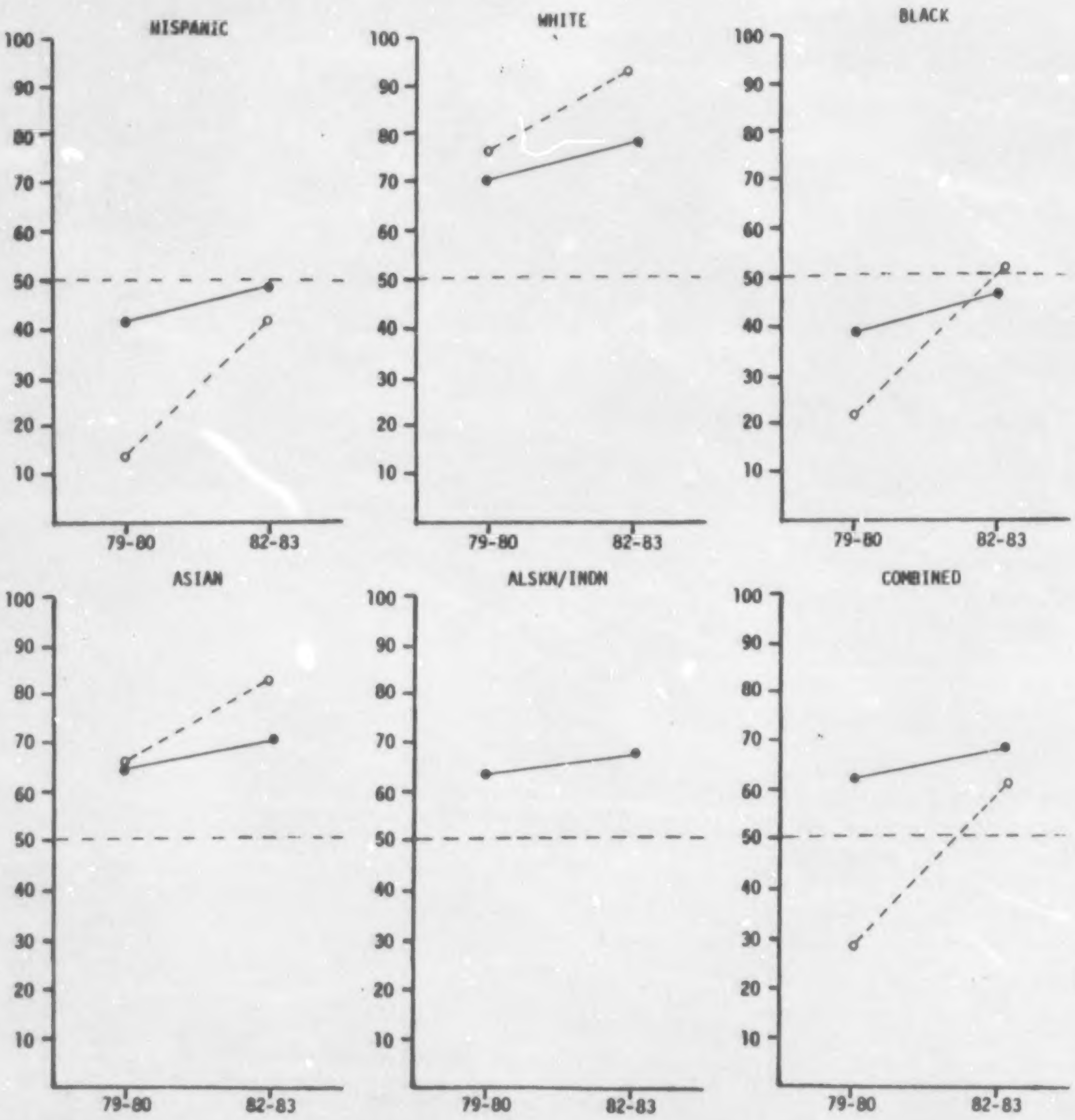


FIGURE SET 14B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 7

CONTENT AREA: TOTAL LANGUAGE

NORMS USED : FORM U

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	92	779	102	1034
	%	7	32	35	41
WHITE	N	50	3850	108	3853
	%	62	61	88	73
BLACK	N	159	668	166	835
	%	11	29	44	40
ASIAN	N	9	450	11	892
	%	67	58	82	63
ALSKN/INDN	N	0	17	2	21
	%	--	58	100	67
COMBINED	N	310	5764	389	6635
	%	19.7	53.5	55.3	62.4
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

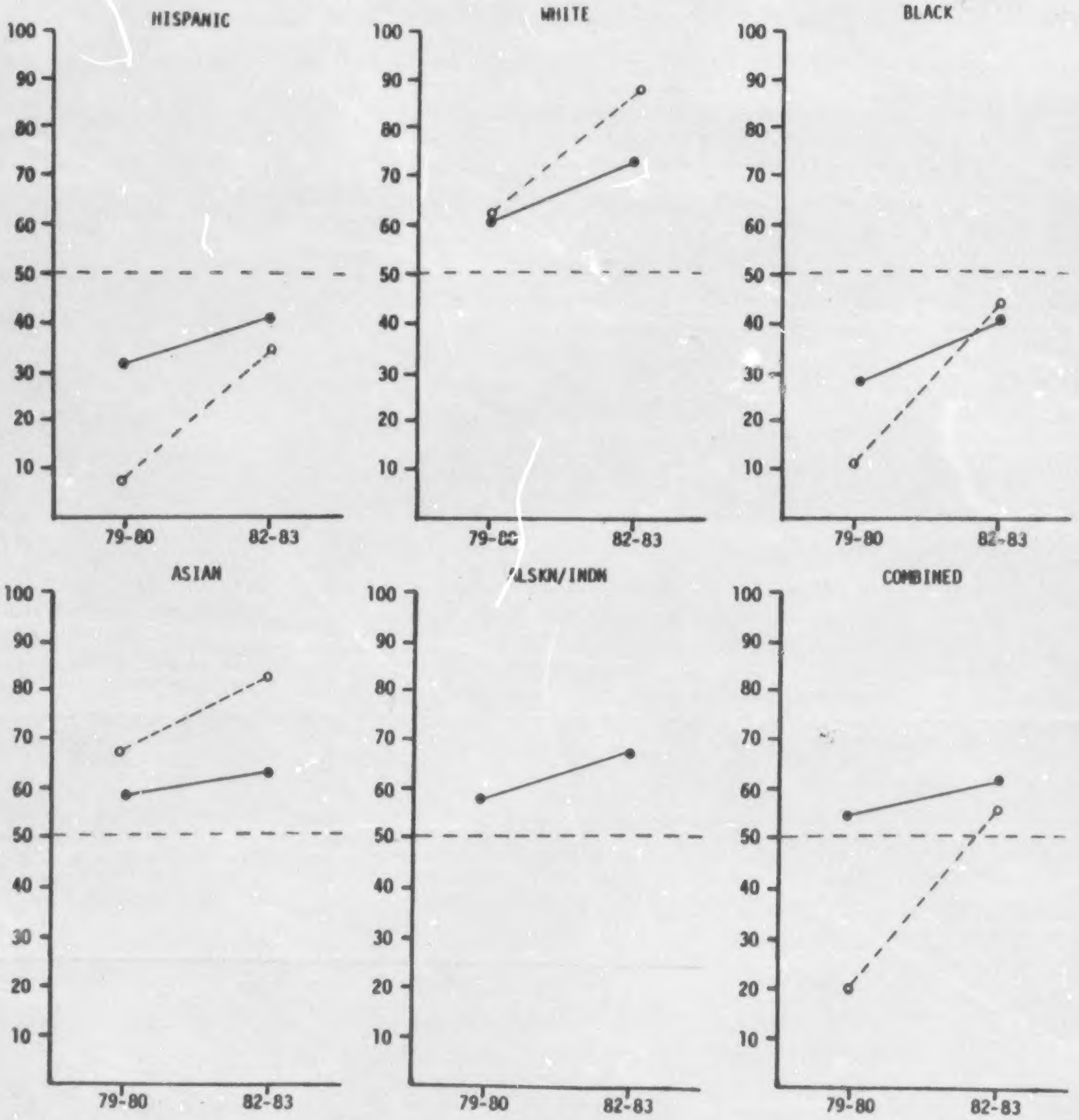


FIGURE SET 15A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 7

CONTENT AREA: TOTAL MATH

NORMS USED : FORM S

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	86	853	103	1049
	%	36	55	68	61
WHITE	N	50	4036	111	3886
	%	82	78	97	83
BLACK	N	158	715	168	856
	%	28	47	57	54
ASIAN	N	10	505	12	899
	%	60	79	92	83
ALSKN/INDN	N	0	19	2	18
	%	--	78	100	78
COMBINED	N	304	6128	396	6708
	%	40.1	71.4	72.5	75.9
		FALL 1979		SPRING 1993	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●———● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

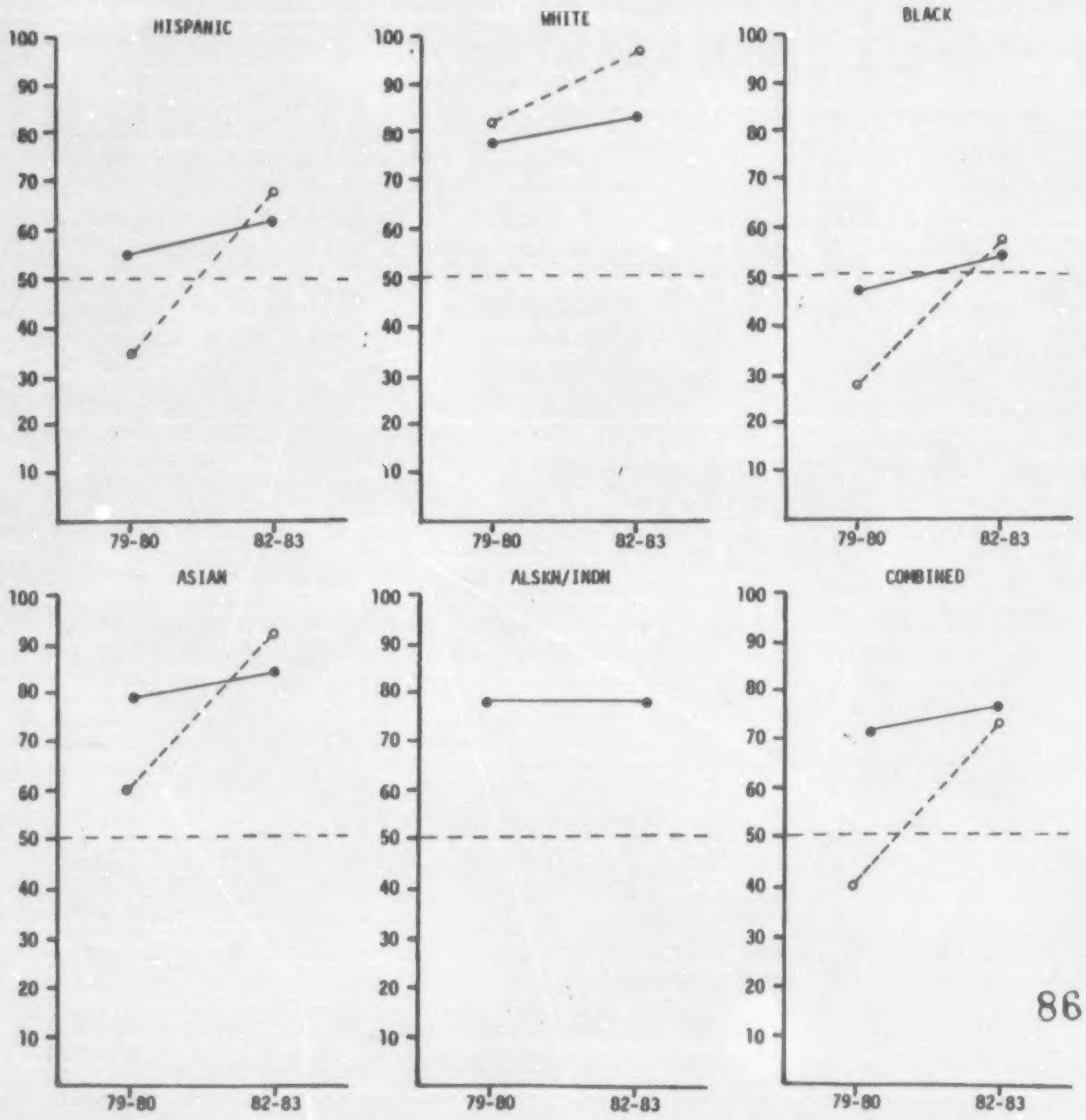


FIGURE SET 15B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 7

CONTENT AREA: TOTAL MATH

NORMS USED : FORM U

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	86	853	103	1049
	%	24	45	59	54
WHITE	N	50	4036	111	3886
	%	74	71	96	79
BLACK	N	158	715	168	856
	%	21	38	49	47
ASIAN	N	10	505	12	899
	%	60	72	92	78
ALSKN/INDN	N	0	19	2	18
	%	--	57	100	72
COMBINED	N	304	5128	396	6708
	%	31.9	64.0	66.4	70.7
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

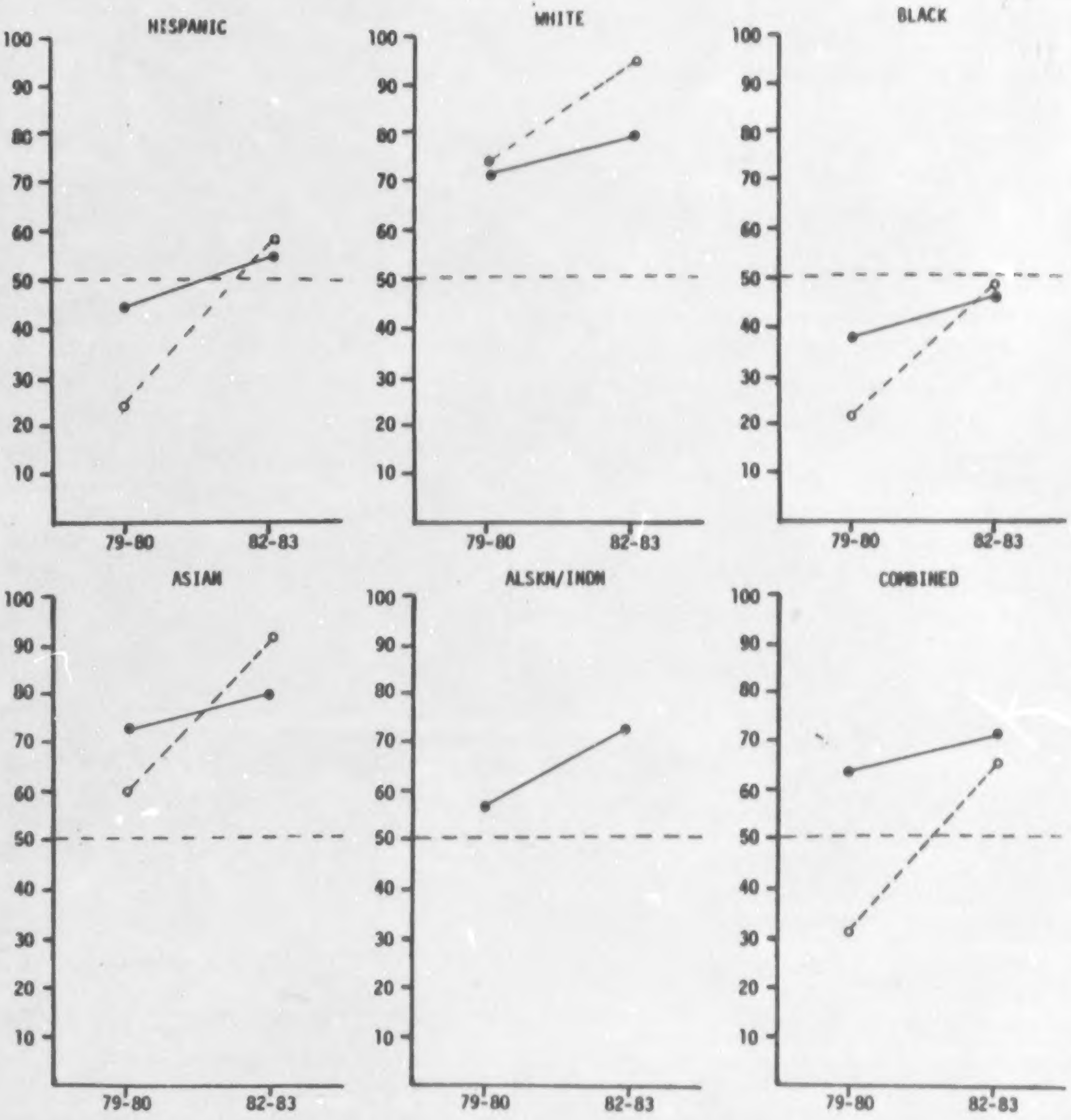


FIGURE SET 16A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 9

CONTENT AREA: TOTAL READING

NORMS USED : FORM S

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	100	837	124	801
	%	18	44	18	37
WHITE	N	49	4049	105	3426
	%	76	76	79	73
BLACK	N	165	716	258	651
	%	18	39	23	36
ASIAN	N	9	499	27	829
	%	22	63	37	41
ALSKN/INDN	N	0	19	0	23
	%	--	68	--	61
COMBINED	N	323	6120	514	5730
	%	26.9	66.8	34.0	59.1
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - -○ MINORITY ISOLATED SCHOOLS

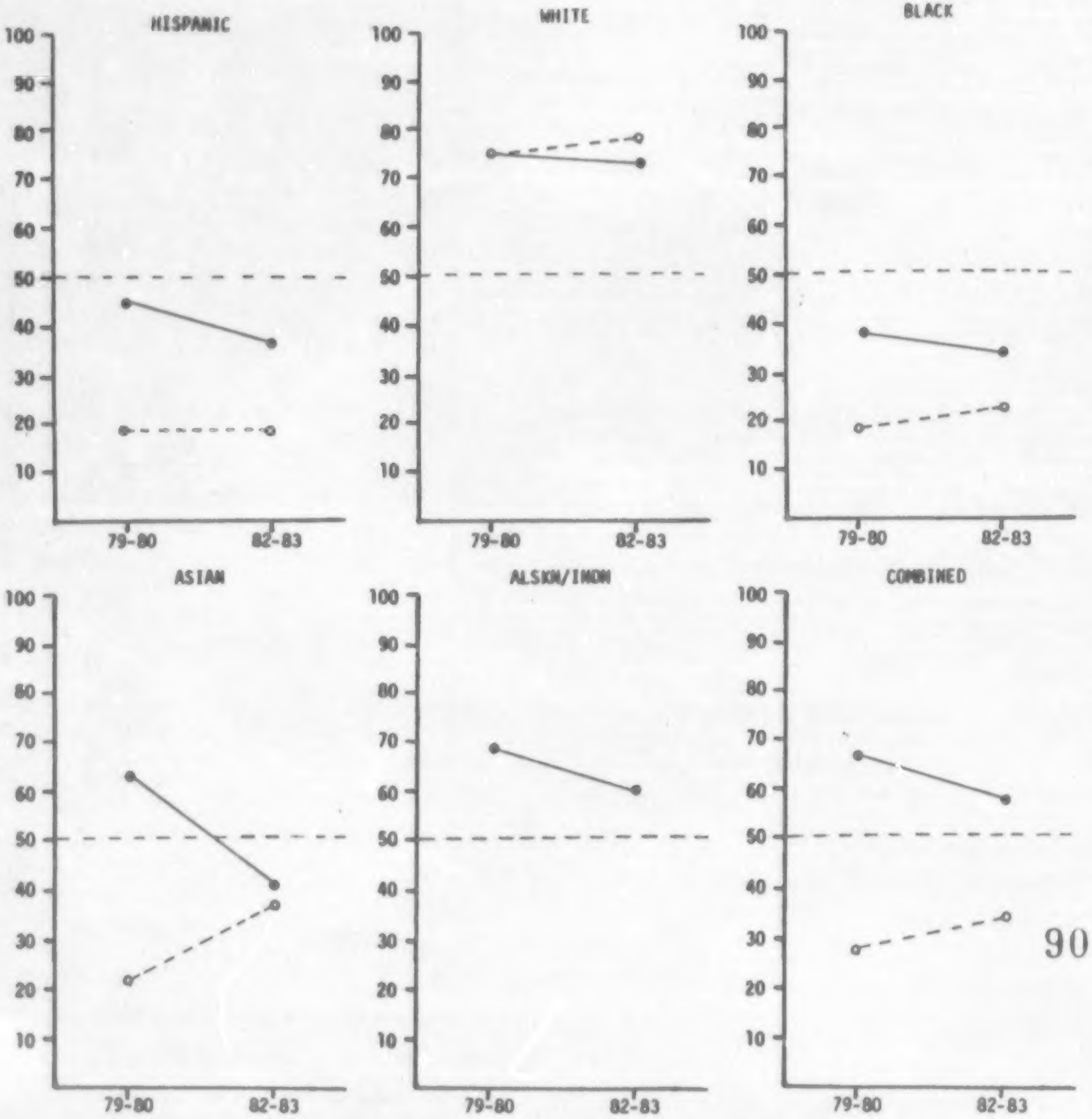


FIGURE SET 16B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 9
CONTENT AREA: TOTAL READING
NORMS USED : FORM U

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	100	837	124	801
	%	12	36	12	32
WHITE	N	49	4049	105	3426
	%	73	70	76	68
BLACK	N	165	716	258	651
	%	12	30	20	32
ASIAN	N	9	499	27	829
	%	22	56	37	38
ALSKN/INDN	N	0	19	0	23
	%	--	68	--	57
COMBINED	N	323	6120	514	5730
	%	21.7	60.0	30.5	54.7
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS
% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:
●——● NON-MINORITY ISOLATED SCHOOLS
○- - -○ MINORITY ISOLATED SCHOOLS

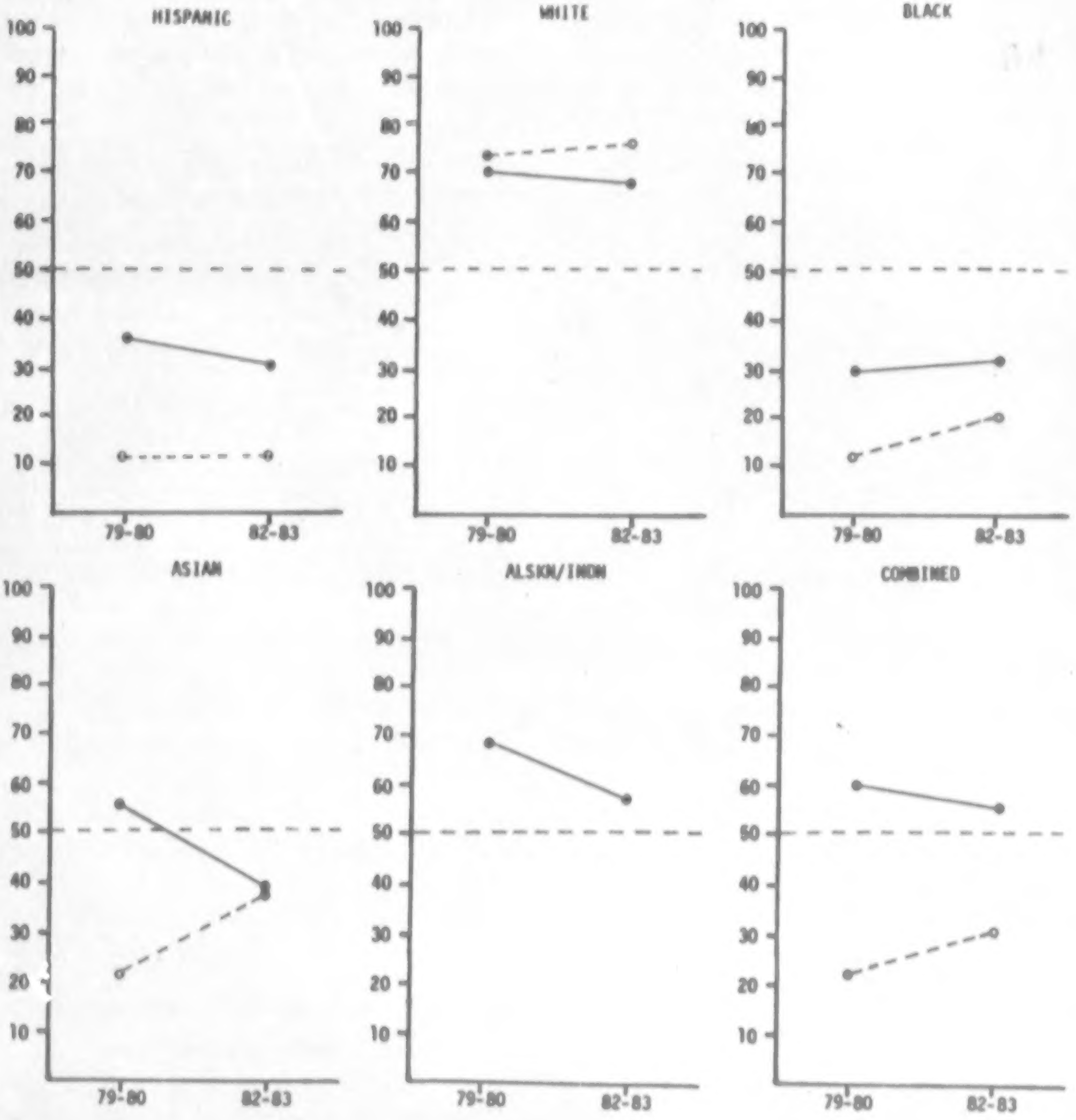


FIGURE SET 17A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 9

CONTENT AREA: TOTAL LANGUAGE

NORMS USED : FORM S

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	92	779	120	794
	%	13	42	28	50
WHITE	N	50	3850	101	3356
	%	76	70	84	80
BLACK	N	159	668	248	638
	%	21	39	37	48
ASIAN	N	9	450	27	824
	%	67	66	56	57
ALSKN/INDN	N	0	17	0	23
	%	--	64	--	57
COMBINED	N	310	5764	496	5635
	%	28.7	62.5	45.4	68.5
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

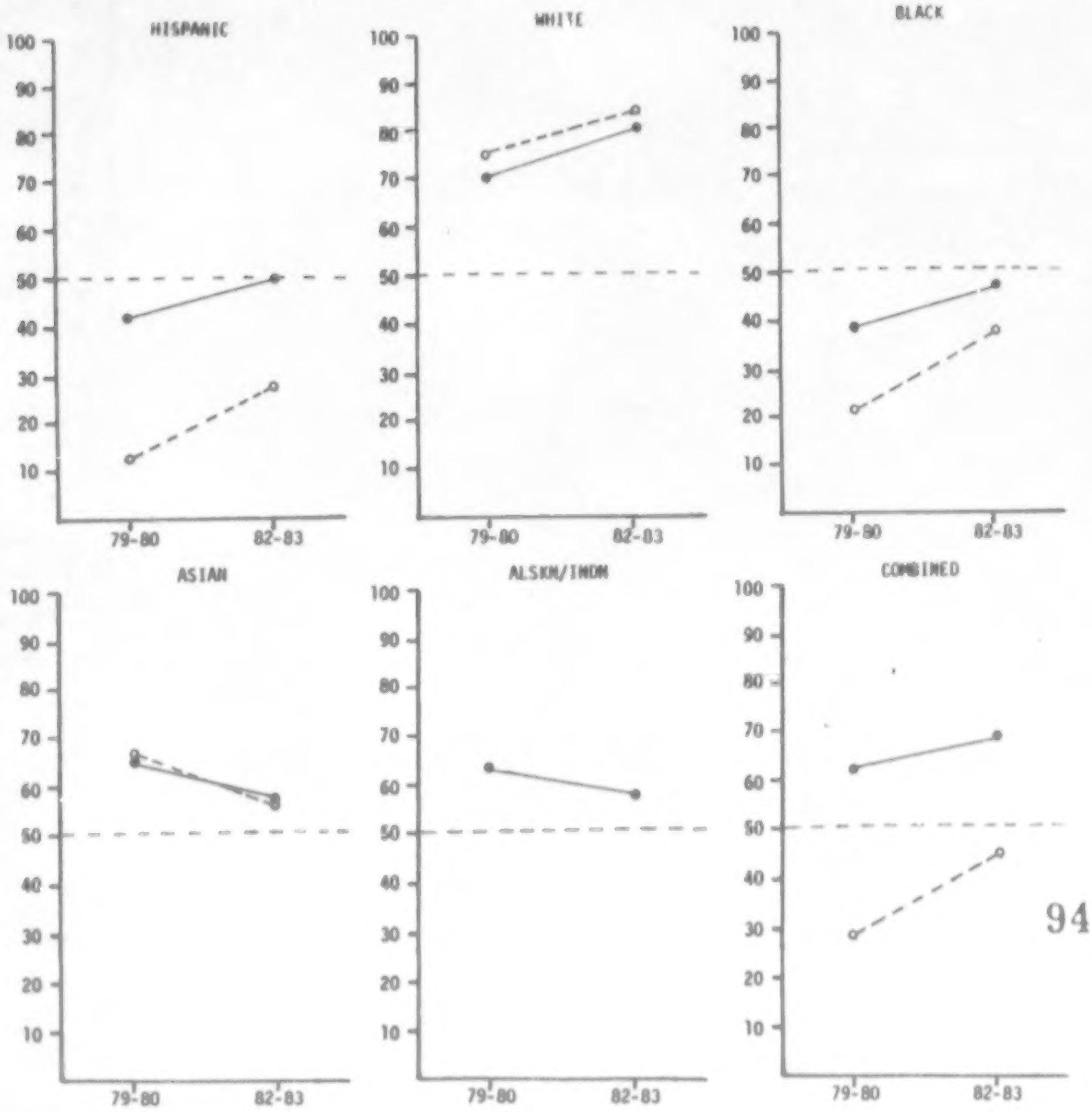


FIGURE SET 17B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 9

CONTENT AREA: TOTAL LANGUAGE

NORMS USED : FORM U

GROUP / DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	92	779	120	794
	%	7	32	23	36
WHITE	N	50	3850	101	3356
	%	62	61	81	70
BLACK	N	159	668	248	638
	%	11	29	26	31
ASIAN	N	9	450	27	824
	%	67	58	44	47
ALSKN/INDN	N	0	17	0	23
	%	--	58	--	52
COMBINED	N	310	5764	496	5635
	%	19.7	53.5	37.3	57.3
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●———● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

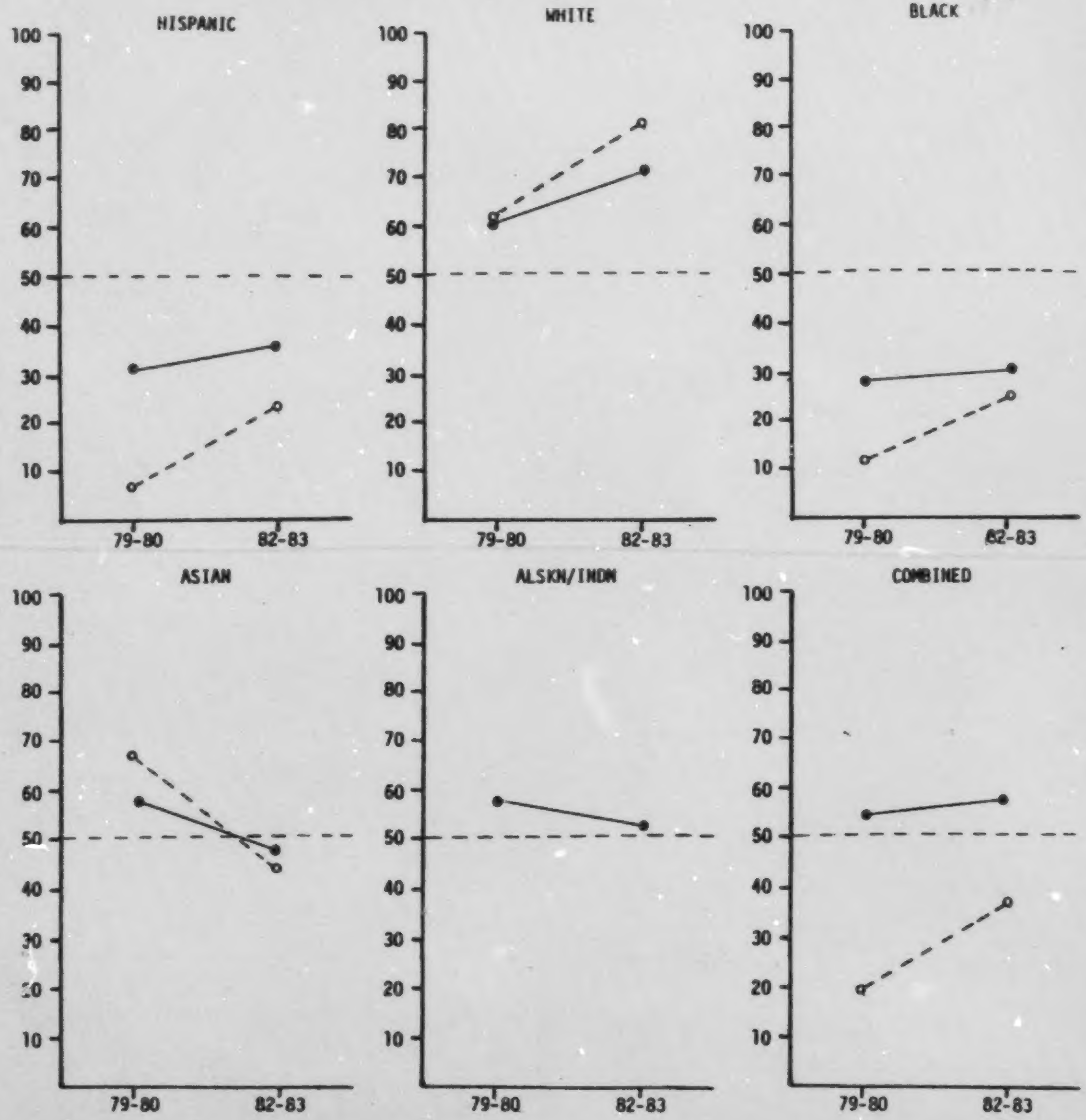


FIGURE SET 18A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 9

CONTENT AREA: TOTAL MATH

NORMS USED : FORM S

GROUP	DATA	MI	NON-MI	MI	NON-MI
HISPANIC	N	86	853	111	831
	%	36	55	50	56
WHITE	N	50	4036	106	3409
	%	82	78	91	84
BLACK	N	158	715	263	662
	%	28	47	55	52
ASIAN	N	10	505	28	817
	%	60	79	79	82
ALSKN/INDN	N	0	19	0	24
	%	--	78	--	63
COMBINED	N	304	6128	508	5743
	%	40.1	71.4	62.6	75.6
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS

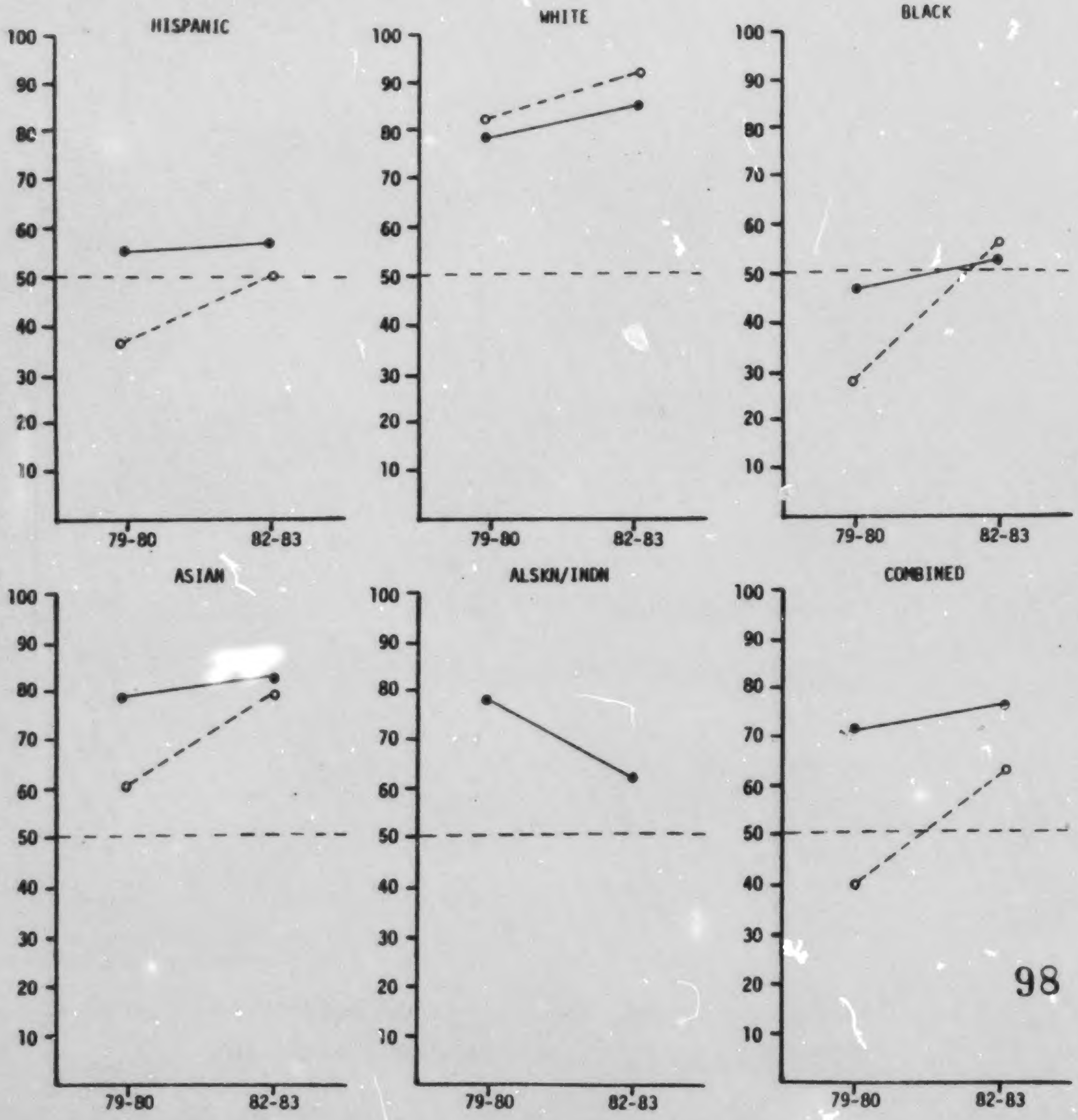


FIGURE SET 18B

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 9

CONTENT AREA: TOTAL MATH

NORMS USED : FORM U

GROUP / DATA		FALL 1979		SPRING 1983	
		MI	NON-MI	MI	NON-MI
HISPANIC	N	86	853	111	831
	%	24	45	33	45
WHITE	N	50	4036	106	3409
	%	74	71	85	75
BLACK	N	158	715	263	662
	%	21	38	43	41
ASIAN	N	10	505	28	817
	%	60	72	68	72
ALSKN/INDN	N	0	19	0	24
	%	--	57	--	46
COMBINED	N	304	6128	508	5743
	%	31.9	64.0	50.3	66.2

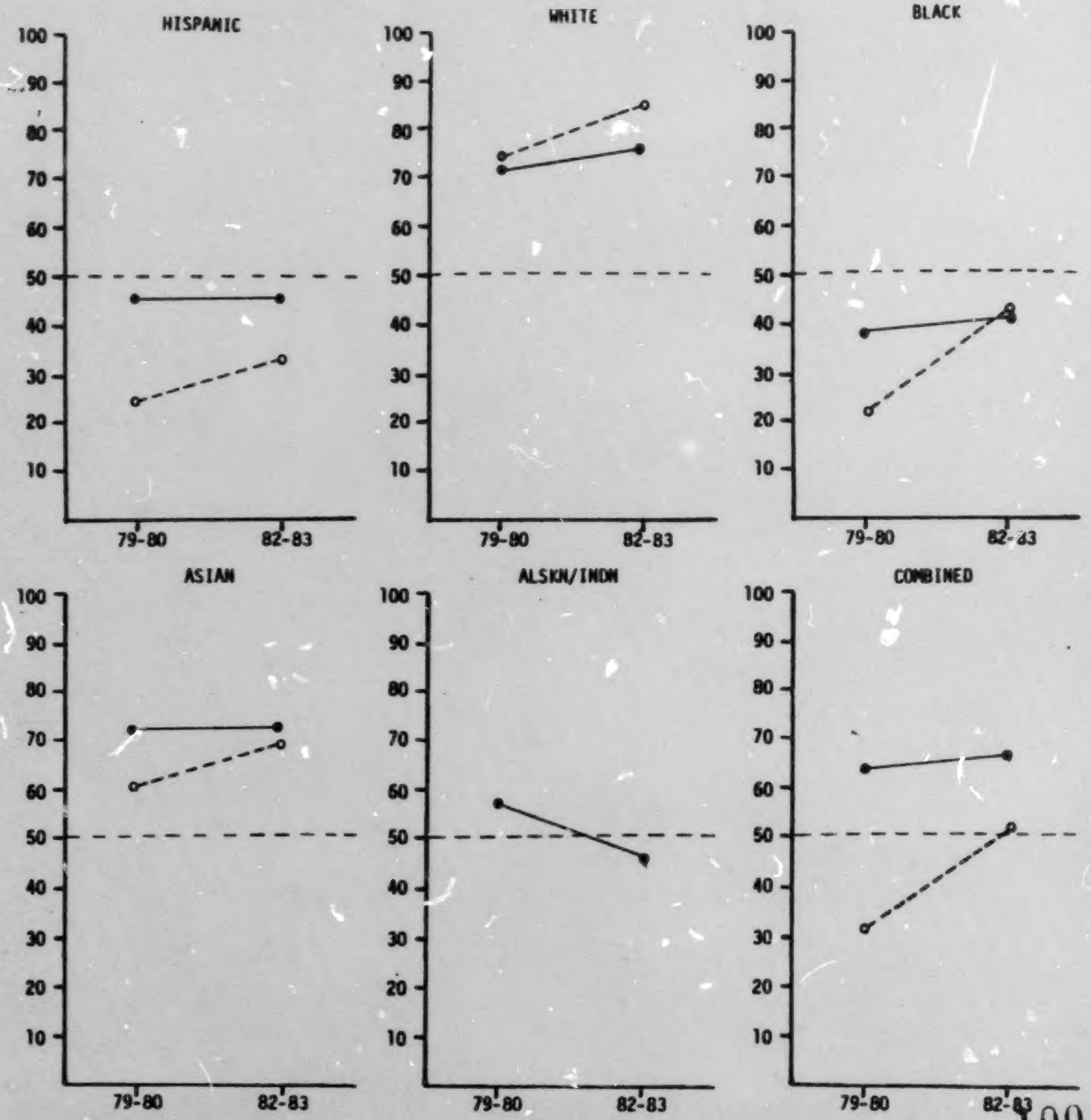
N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

●———● NON-MINORITY ISOLATED SCHOOLS

○- - - -○ MINORITY ISOLATED SCHOOLS



CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. During the 1982-83 school year, the court-identified minority-isolated schools continued to show improvement in the basic skill areas of reading, language and mathematics as measured by the CTBS. In Grades K through 8, mathematics and language scores trended strongly upward; while the content area of reading had mixed results--lagging slightly in the upper elementary grades (Grades 4, 5 and 6).

2. At the senior high level (Grades 9 through 12), the content area of mathematics is basically "on schedule" relative to the attainment of the Spring 1985 goal (i.e., 50% of the students at or above the national norm by Spring 1983). Language and reading are slightly behind schedule at Grades 10 and 11 and show no appreciable progress at Grade 12 relative to the baseline data.

3. Relative to the achievement gains as measured by "interim goals" attainment, 27 of the 35 interim goals were approximated ("✓"), maintained ("M"), or exceeded ("+") using Form S norms. Using Form U norms, 22 of 35 interim goals have such ratings.

4. Grades One and Two were scheduled to attain the court-stated standard, 50 percent at or above the national norm, as of Spring 1983. Using Form S norms, the standard was met at both grades in reading, language and mathematics. Using Form U norms, the standard was attained at both grades for mathematics, but not for reading or language. Kindergarten achievement in reading and mathematics was maintained above the standard for both sets of norms. (There is no language subtest on CTBS, Form U for Kindergarteners.)

5. Part II of this report contains data which indicate that the margin of difference between MI and NON-MI schools' CTBS achievement has been reduced very significantly since the 1979-80 school year--especially at the elementary and junior high levels.

6. Achievement data were provided this year for the various ethnic subgroups for Grades 5, 7 and 9. In all cases, the baseline achievement levels of the minority ethnic subgroups in the NON-MI schools were higher than the corresponding ethnic subgroups in the MI schools. Based on Spring 1983 CTBS test results, the NON-MI schools' "margin of advantage" over the MI schools has decreased for almost every ethnic subgroup for all grade levels presented. In some instances (e.q., Grade 7 math), the minority students in the MI schools are scoring higher than their ethnic counterparts in the NON-MI schools.

RECOMMENDATIONS

1. Resources allocated to the development and support of the senior high level instructional program need to be reviewed. Although Grades 10 and 11 have until Spring of 1985 to attain the court-stated goal, the present rate of improvement for these grades is falling behind schedule.

2. The reading instructional program and achievement data at Grades 4, 5 and 6 need additional review. There should be a comprehensive review to include the following:

    1) An assessment of the content emphasis in the present reading curriculum materials relative to the concepts measured by the reading comprehension subtests of the CTBS (content validity).
    2) An assessment of the scope and range of the vocabulary words and activities. There should be more opportunities for students to be exposed to vocabulary exercises of varying formats.
    3) An assessment of the articulation process of the limited English proficient students into the full-English reading program(s). Appropriateness of "transition materials" needs review. This review should include materials for languages beyond Spanish.

3. The Effective Factors Study which was initiated in response to Recommendation 7 of Report 315 should continue--utilizing the additional information contained in this report. The "promising practices" that are identified should be more widely disseminated.

4. A more complete and up-to-date data base should be established for the Hispanic youngsters in the MI schools. Information should be maintained which would contain answers to questions such as: How many Hispanic students have transitioned from a bilingual program to a full-English program? Who are these students? How well are they progressing in English instruction? Also, demographic information -- such as what portion of the hispanic youngsters are "newcomers" to the District -- needs to be collected.

5. The District should develop a School Profile Sheet which would include a comprehensive description for each school in the district. Information to be provided would include data such as districtwide test scores, mobility rates, percent of limited-English proficient students, percent of non-resident students attending, socio-economic information, ethnic composition, etc.

6. Preliminary analyses of students participating in the Achievement Goals Program are contained in Appendix G. A final report should be completed by this Fall, and it should include multi-year and pre-post analyses with accompanying conclusions and recommendations.

APPENDIX A

COURT ORDERS

COURT ORDER RE INTEGRATION PLAN, 1980-81

PAGES 1 AND 2, PARAGRAPH 1

COURT ORDER RE INTEGRATION PLAN, 1982-83

PAGE 5, PARAGRAPHS 11-13

FILED Robert D. Zumwalt, Clerk
DEC 2 1980
BY S. TALBOTT
DEPUTY

SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO

KARI CARLIN, et al., Plaintiffs, vs. BOARD OF EDUCATION OF THE SAN DIEGO UNIFIED SCHOOL DISTRICT, Defendants.	)	No. 303800 ORDER RE INTEGRATION PLAN 1980-81

The Court having heard and considered the additional evidence, the law, the arguments of counsel, and having reviewed and considered the revised plan as amended and being fully advised in the matter, hereby makes the following orders:

IT IS ORDERED, ADJUDGED AND DECREED that:

The Board of Education of the San Diego Unified School District will:

1. Implement a course or courses of study in all minority isolated schools which will result, by the dates indicated in the table below, in 50% of the students in the isolated schools achieving at or above the national norm on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics and language.

Grade Level	1982	1983	1984	1985	CTBS Level
K	X				A
1		X			B
2		X			C
3 & 4			X		1
5 & 6			X		2
7, 8 & 9				X	3
10 & 11				X	4

No student below level C of the English Language Assessment (LEP/NEP students) need be tested using CTBS. Test results shall be reported for all students enrolled ~~both~~ full time ~~and part time~~*and also for only those students enrolled for the full period from September 30 to the end of the year. Consideration shall be given to including more limited English speaking children in the test results and using CTBS level 4 rather than level 3 for ninth graders. The outcomes of children in these schools, at the end of the 1980-81 school year, must reflect significant achievement toward these goals.

2. Expand the present elementary exchange programs so that each elementary school with 70% or more minority students (when the school will not become or remain a total school magnet) is paired with a majority school with 70% or more majority students (when the school will not become or remain a total school magnet) for the entire school year at or before the 1984-85 school year. At the same time, the present Learning Centers will be gradually phased out.

---

*Modified in November 8, 1982 court order.

NOVEMBER 8, 1982 COURT ORDER-SELECTED TEXT

10. The eligibility rules for admission to magnet schools currently in effect and those approved in this order for later implementation, to the extent that they consider race as an element for admission in order to reduce racial imbalance and integrate previously segregated schools are valid.

11. Defendant shall expand the testing of students city-wide to include Comprehensive Test of Basic Skills (CTBS) testing for Grades 9 and 11 and California Assessment Program (CAP) testing for Grade 12 and shall continue CTBS testing of Grades 5 and 7. Defendant shall provide data for correlating the CTBS and CAP scores. All CTBS testing shall be done applying current norms, and defendant shall continue to correlate current norms with previously applied norms so that progress can be viewed under both norms.

12. Defendant shall provide comparative statistics of non-minority isolated schools in Grades 5, 7, 9, 11 and 12 in reading, language and mathematics, but only on the students attending the full school year.

13. The second sentence of paragraph 2 of Order numbered 1 in the 1980-81 Order filed December 2, 1980, (2:12-15) is modified to read:

> "Test results shall be reported for all students enrolled full time and also for those students enrolled for the full period from September 30 to the end of the year."

14. Order numbered 1, as modified by Order numbered 13 of this Order, and Orders numbered 5, 6, 7, 8, 9, 14, 15, 16, 17, 18,

APPENDIX B

HISTORICAL BASELINE DATA

COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S

SPRING 1980

READING	GRADES 1-11
LANGUAGE	NONE
MATH	GRADES K-10

SPRING 1981

READING	GRADES K AND 12
LANGUAGE	GRADES 1-12
MATH	GRADES 11 AND 12

HISTORICAL BASELINE
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS

READING SUBTESTS

SPRING 1980 RESULTS
(EXCEPT AS NOTED)

GRADE LEVEL		N	VOCABULARY		COMPREHENSION		TOTAL READING		
			MN	MD	MN	MD	MN	MD	% ≥ MDp
GRADE K (1981 Data)			(LT SOUND) 792		(TOTAL V&A) 719		707		
	R.S.		16.41	17.93	35.79	38.63	112.73	117.60	50.2
	%ILE		63	70	38	50	41	50	
	G.E.		N/A	N/A	N/A	N/A	N/A	N/A	[41.0%]
GRADE 1		987	(WD REC II)						
	R.S.		11.54	11.57	15.68	15.97	57.11	58.82	50%
	%ILE		43	43	44	45	47	50	
	G.E.		---	---	---	---	1.7	1.7	[34.4%]
GRADE 2		955			(COM - PASS)				
	R.S.		21.38	22.35	10.74	11.23	46.16	47.32	34%
	%ILE		31	34	32	34	36	37	
	G.E.		---	---	---	---	2.2	2.2	[23.9%]
GRADE 3		945							
	R.S.		19.22	17.92	21.37	20.23	40.64	38.46	34%
	%ILE		38	34	40	37	39	36	
	G.E.		3.2	3.0	3.3	3.2	3.3	3.2	[18.4%]
GRADE 4		1073							
	R.S.		22.09	22.03	25.05	25.05	47.13	46.54	23%
	%ILE		29	29	30	30	28	28	
	G.E.		3.6	3.6	3.6	3.6	3.6	3.6	[18.3%]
GRADE 5		1036							
	R.S.		18.91	17.96	20.42	18.86	39.37	37.45	24%
	%ILE		30	27	30	26	30	27	
	G.E.		4.6	4.4	4.3	4.0	4.4	4.3	[16.9%]
GRADE 6		1157							
	R.S.		22.56	22.01	24.08	23.73	46.65	46.06	27%
	%ILE		29	28	33	32	32	31	
	G.E.		5.2	5.1	5.1	5.0	5.3	5.2	[21.3%]

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MDp = PUBLISHER'S MEDIAN

VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM U NORMS.

HISTORICAL BASELINE FOR
SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS

READING SUBTESTS

SPRING 1980 RESULTS
(EXCEPT AS NOTED)

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY		COMPREHENSION		TOTAL READING		
		MN	MD	MN	MD	MN	MD	$\% \geq MD_p$
GRADE 7	N	586		581		574		
	R.S.	18.76	16.53	21.23	19.84	40.14	36.08	27.5
	%ILE	35	30	33	30	35	29	
	G.E.	6.6	6.0	5.6	5.4	6.3	5.7	[21.6%]
GRADE 8	N	422		411		402		
	R.S.	21.20	20.16	23.65	23.66	45.09	44.00	27.9
	%ILE	32	29	30	30	32	31	
	G.E.	7.2	6.9	6.2	6.2	7.1	6.9	[22.4%]
GRADE 9	N	578		572		560		
	R.S.	22.5	22	24.5	25	47.0	46	19.3
	%ILE	27	26	27	26	27	26	
	G.E.	7.5	7.4	6.5	6.7	7.4	7.2	[16.8%]

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY		COMPREHENSION		TOTAL READING		
		MN	MD	MN	MD	MN	MD	$\% \geq MD_p$
GRADE 10	N	642		640		633		
	R.S.	19.58	18.42	22.07	21.40	41.84	39.61	29.7
	%ILE	36	32	35	33	36	32	
	G.E.	9.7	9.3	9.4	9.2	9.7	9.3	[25.1%]
GRADE 11	N	503		495		490		
	R.S.	22.69	22.57	26.38	26.76	49.24	49.07	35.7
	%ILE	35	35	39	40	37	37	
	G.E.	10.4	10.4	10.6	10.7	10.6	10.6	[34.3%]
GRADE 12 (1981 Data)	N	488		492		485		33.0
	R.S.	24.57	25.33	27.79	28.67	52.56	52.80	
	%ILE	32	34	35	38	34	34	
	G.E.	10.9	11.1	11.0	11.2	11.1	11.1	[38.6%]

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)
VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM U NORMS.

HISTORICAL BASELINE FOR
MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERSITICS OF CTBS TEST RESULTS

LANGUAGE SUBTESTS SPRING 1981 RESULTS

GRADE LEVEL		SPELLING MN	MD	MECHANICS MN	MD	EXPRESSION MN	MD	TOTAL LANGUAGE MN	MD	%≥MD$_p$
GRADE K	N							719		
	R.S.							15.75	15.96	45.6
	%ILE							44	45	
	G.E.							N/A	N/A	
GRADE 1	N	(LANG I) 819		(LANG II) 818				817		
	R.S.	11.57	12.02	13.35	14.35			24.95	26.38	42.0
	%ILE	37	41	36	45			37	43	
	G.E.	N/A	N/A	N/A	N/A			1.5	1.6	[35.0%]
GRADE 2	N	765		766		763		761		
	R.S.	25.44	26.44	11.58	10.82	14.85	16.22	51.98	53.92	38.1
	%ILE	32	35	54	49	36	40	39	42	
	G.E.	N/A	N/A	N/A	N/A	N/A	N/A	2.5	2.5	[26.8%]
GRADE 3	N	740		744		740		734		
	R.S.	29.03	29.53	10.19	9.74	16.61	17.10	55.91	55.36	35.8
	%ILE	34	36	36	33	39	40	37	36	
	G.E.	3.1	3.2	3.1	2.9	3.2	3.3	3.2	3.1	[19.2%]
GRADE 4	N	782		756		751		750		
	R.S.	32.16	33.35	12.79	13.38	18.90	20.01	64.19	66.63	35.7
	%ILE	34	38	37	40	32	36	34	38	
	G.E.	3.5	3.7	3.8	4.1	3.6	3.8	3.7	4.0	[21.2%]
GRADE 5	N	956		947		946		946		
	R.S.	33.83	34.04	12.03	12.42	18.34	18.26	64.25	63.93	31.2
	%ILE	31	32	34	37	36	36	33	32	
	G.E.	4.3	4.4	4.2	4.5	4.4	4.4	4.5	4.4	[19.1%]
GRADE 6	N	856		817		818		815		
	R.S.	36.72	37.10	13.32	13.87	21.46	21.98	71.70	72.38	38.9
	%ILE	35	36	39	43	42	44	38	39	
	G.E.	5.2	5.3	5.1	5.6	[illegible].6	5.9	5.4	5.5	[30.3%]

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD$_p$ = PUBLISHER'S MEDIAN (50TH PERCENTILE)
VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM U NORMS.

SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS

LANGUAGE SUBTESTS — SPRING 1981 RESULTS

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE $\% \geq MD_p$
GRADE 7	N	520		515		511		498		39.4
	R.S.	17.47	18.20	11.36	11.30	18.51	17.87	47.50	47.11	
	%ILE	43	47	41	40	43	41	42	41	
	G.E.	6.9	7.3	6.1	6.0	6.8	6.4	6.7	6.6	[33.8%]
GRADE 8	N	559		558		551		539		36.0
	R.S.	17.96	18.38	11.63	11.66	20.30	20.70	50.08	50.00	
	%ILE	37	39	37	38	41	43	38	38	
	G.E.	7.2	7.4	6.5	6.5	7.6	7.8	7.1	7.1	[27.4%]
GRADE 9	N	489		491		485		468		30.3
	R.S.	19.11	19.47	12.39	12.64	20.72	21.32	52.85	54.34	
	%ILE	35	37	37	39	37	39	35	38	
	G.E.	7.9	8.1	7.6	8.0	7.8	8.0	7.8	8.0	[21.5%]

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE $\% \geq MD_p$
GRADE 10	N	684		680		680		642		33.0
	R.S.	17.25	16.98	12.60	13.10	18.50	18.17	48.59	48.41	
	%ILE	37	36	38	42	36	34	34	34	
	G.E.	9.8	9.7	9.2	9.8	9.3	9.1	9.5	9.5	[29.9%]
GRADE 11	N	612		606		606		586		36.0
	R.S.	18.80	19.26	13.38	13.43	20.35	20.46	52.60	53.08	
	%ILE	29	37	36	36	36	37	33	34	
	G.E.	10.2	10.4	10.1	10.1	10.2	10.3	10.2	10.3	[35.7%]
GRADE 12	N	488		480		478		449		34.5
	R.S.	19.56	20.08	13.64	13.86	21.50	22.03	55.22	56.78	
	%ILE	31	33	31	33	36	38	32	36	
	G.E.	10.5	10.7	10.3	10.6	10.8	11.1	10.6	10.9	[34.5%]

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM U NORMS.

HISTORICAL BASELINE
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATH SUBTESTS SPRING 1980 DATA

GRADE LEVEL		N	COMPUTATION		CONCEPTS		APPLICATIONS		TOTAL MATH		
			MN	MD	MN	MD	MN	MD	MN	MD	% ≥ MDp
GRADE K		961									
	R.S.								16.10	16.08	47%
	%ILE								44	43	
	G.E.								N/A	N/A	[39.4%]
GRADE 1		1011			(CON - APPL)						
	R.S.		20.17	20.48	15.80	16.14			36.02	36.95	64%
	%ILE		65	65	49	51			62	64	
	G.E.		----	----	----	----			1.9	1.9	[58.7%]
GRADE 2		966			(CON - APPL)						
	R.S.		18.13	18.80	15.81	16.51			33.94	34.92	48%
	%ILE		51	53	37	41			44	47	
	G.E.		----	----	----	----			2.5	2.6	[41.5%]
GRADE 3		912									
	R.S.		31.66	33.45	15.11	15.86	11.88	10.95	58.93	59.24	38%
	%ILE		44	48	35	38	38	34	40	40	
	G.E.		3.6	3.6	3.0	3.3	3.3	3.1	3.4	3.4	[27.6%]
GRADE 4		1023									
	R.S.		37.98	41.74	16.74	17.69	14.28	14.64	69.53	73.47	28%
	%ILE		36	47	27	32	29	30	33	36	
	G.E.		4.0	4.5	3.4	3.7	3.6	3.7	3.8	4.0	[21.4%]
GRADE 5		968									
	R.S.		28.99	29.36	13.09	13.05	11.46	10.53	53.96	52.16	33%
	%ILE		40	41	36	35	35	31	38	34	
	G.E.		5.2	5.2	4.6	4.6	4.7	4.4	5.2	5.0	[29.1%]
GRADE 6		1139									
	R.S.		34.46	36.65	14.54	14.42	13.20	12.56	62.43	63.06	31%
	%ILE		40	47	34	34	32	30	36	37	
	G.E.		6.0	6.4	5.4	5.3	5.3	5.1	5.7	5.7	[27.7%]

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MDp = PUBLISHER'S MEDIAN
VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM U NORMS.

HISTORICAL BASELINE FOR
SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATHEMATICS SUBTESTS SPRING 1980 RESULTS (EXCEPT AS NOTED)

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	TOTAL MATHEMATICS $\% \geq MD_p$
GRADE 7	N	610		607		594		585		
	R.S.	26.36	24.36	12.29	11.08	12.09	10.77	51.50	47.38	43.9
	%ILE	55	50	41	33	42	36	51	44	
	G.E.	8.0	7.6	6.9	6.2	7.0	6.4	7.7	7.1	[38.3%]
GRADE 8	N	437		423		400		387		
	R.S.	28.22	27.17	13.52	12.85	13.52	12.85	56.77	54.36	39.8
	%ILE	46	44	35	32	39	36	45	42	
	G.E.	8.3	8.1	7.5	7.2	7.6	7.3	8.2	7.9	[31.0%]
GRADE 9	N	581		568		553		541		
	R.S.	31.4	32	14.5	14.5	14.6	15	61.5	62	28.3
	%ILE	40	41	28	28	33	35	38	38	
	G.E.	8.8	8.9	7.9	7.9	8.0	8.1	8.6	8.6	[19.8%]

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	TOTAL MATHEMATICS $\% \geq MD_p$
GRADE 10	N	650		624		611		604		
	R.S.	28.58	27.84	13.66	13.31	10.34	8.93	53.18	50.03	33.4
	%ILE	46	44	38	37	35	27	41	37	
	G.E.	10.2	10.1	9.8	9.6	9.1	8.2	9.9	9.6	[32.3%]
GRADE 11 (1981 Data)	N	612		606		606		586		36.0
	R.S.	18.80	19.26	13.38	13.43	20.35	20.46	52.60	53.08	
	%ILE	29	37	36	36	36	37	33	34	
	G.E.	10.2	10.4	10.1	10.1	10.2	10.3	10.2	10.3	[25.9%]
GRADE 12 (1981 Data)	N	488		480		478		449		34.5
	R.S.	19.56	20.08	13.64	13.86	21.50	22.03	55.22	56.78	
	%ILE	31	33	31	33	36	38	32	36	
	G.E.	10.5	10.7	10.3	10.6	10.8	11.1	10.6	10.9	[38.6%]

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)
VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM U NORMS.

APPENDIX C

DETAILED CTBS TEST RESULTS FOR SPRING 1983
BY GRADE BY SUBTEST FOR
STUDENTS IN ENROLLMENT FOR FULL SCHOOL YEAR

FORM S AND FORM U NORMS

MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
READING SUBTESTS SPRING 1983 RESULTS

GRADE LEVEL		VOCABULARY		COMPREHENSION		TOTAL READING		
		MN	MN_c	MN	MN_c	MN	MN	$\%\geq MD_p$
GRADE K	N	897		898		896		[69.5%]
	S.S.	363.82	366.82	363.08	357.08	363.88	359.00	
	%ILE		67		57		57	
	G.E.		N/A		N/A		N/A	60.8%
GRADE 1	N	952		951		950		[58.6%]
	S.S.	476.27	476.27	432.91	442.91	455.02	457.02	
	%ILE		44		43		44	
	G.E.		1.7		1.7		1.7	48.4%
GRADE 2	N	888		885		884		[52.7%]
	S.S.	559.83	561.83	543.62	551.62	552.15	556.15	
	%ILE		38		36		38 [51]	
	G.E.		2.5		2.4		2.4	38.1%
GRADE 3	N	999		996		995		[51.8%]
	S.S.	603.94	608.94	594.71	602.71	599.64	606.64	
	%ILE		36		35		37 [55]	
	G.E.		3.3		3.2		3.3	28.6%
GRADE 4	N	958		957		957		[38.6%]
	S.S.	628.87	635.87	639.61	652.61	634.55	645.55	
	%ILE		32		35		36 [43]	
	G.E.		4.0		4.2		4.1	32.9%
GRADE 5	N	1005		1005		1005		[36.4%]
	S.S.	646.86	653.72	679.62	694.62	663.47	674.47	
	%ILE		28		35		33 [42]	
	G.E.		4.6		5.0		4.9	27.7%
GRADE 6	N	1090		1088		1088		[37.3%]
	S.S.	673.04	678.00	702.21	717.21	687.91	697.91	
	%ILE		33		36		35 [45]	
	G.E.		5.6		5.6		5.5	28.0%

VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM S NORMS.

S.S. = SCALE SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE, MN = MEAN, MN_c = CONVERTED MEAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
READING SUBTESTS SPRING 1983 RESULTS

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY MN	MN_c	COMPREHENSION MN	MN_c	TOTAL READING MN	MN_c	$\% \geq MD_p$
GRADE 7	N	398		397		393		[50.6%]
	S.S.	698.46	701.46	731.91	745.00	715.87	724.87	
	%ILE		40		46		44 [52]	
	G.E.		6.8		7.3		7.0	40.5%
GRADE 8	N	363		365		358		[42.5%]
	S.S.	707.40	710.00	741.10	752.20	724.86	733.86	
	%ILE		35		38		39 [46]	
	G.E.		7.4		8.1		7.8	37.7%
GRADE 9	N	520		532		514		[34.0%]
	S.S.	716.36	718.72	767.60	772.60	742.90	748.90	
	%ILE		29		37		34 [47]	
	G.E.		8.2		9.2		8.9	30.5%

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY MN	MN_c	COMPREHENSION MN	MN_c	TOTAL READING MN	MN_c	$\% \geq MD_p$
GRADE 10	N	523		534		519		[37.2%]
	S.S.	730.94	733.88	777.46	780.46	754.74	758.74	
	%ILE		29		34		32 [42]	
	G.E.		9.2		9.6		9.4	31.2%
GRADE 11	N	462		476		460		[38.5%]
	S.S.	741.53	744.53	785.39	787.39	764.53	767.00	
	%ILE		30		39		35 [37]	
	G.E.		9.8		10.0		9.9	38.0%
GRADE 12	N	488		496		482		[21.6%]
	S.S.	751.89	754.89	775.28	779.00	763.91	766.91	
	%ILE		33		20		28 [28]	
	G.E.		10.4		9.5		9.9	29.5%

VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM S NORMS.

S.S. = SCALE SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE, MN = MEAN, MN_c = CONVERTED MEAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERSITICS OF CTBS TEST RESULTS

LANGUAGE SUBTESTS SPRING 1983 RESULTS

GRADE LEVEL		SPELLING MN	SPELLING MN_c	MECHANICS MN	MECHANICS MN_c	EXPRESSION MN	EXPRESSION MN_c	TOTAL LANGUAGE MN	TOTAL LANGUAGE MN_c	TOTAL LANGUAGE %≥MD_p
GRADE K	N			NO LANGUAGE TEST FOR KINDERGARTEN						
	S.S.									
	%ILE									
	G.E.									
GRADE 1	N					952				[56.0%]
	S.S.					437.18	445.18			
	%ILE						49			
	G.E.						1.8			43.7%
GRADE 2	N	888		886		880		880		[58.2%]
	S.S.	532.62	536.62	587.92	593.92	535.87	535.87	562.08	567.08	
	%ILE		37		56		35		44 [56]	
	G.E.		2.5		2.9		2.4		2.6	46.4%
GRADE 3	N	994		995		995		995		[59.2%]
	S.S.	601.96	603.96	622.92	631.92	598.92	603.92	611.15	619.15	
	%ILE		40		51		35		44 [59]	
	G.E.		3.6		3.8		3.3		3.6	39.4%
GRADE 4	N	954		956		956		995		[57.6%]
	S.S.	640.45	645.45	658.50	665.50	649.63	660.63	654.42	664.42	
	%ILE		36		49		45		45 [59]	
	G.E.		4.4		4.7		4.6		4.6	42.9%
GRADE 5	N	1002		1001		1000		1000		[50.3%]
	S.S.	667.55	672.00	673.13	679.13	666.43	677.43	669.98	680.98	
	%ILE		39		43		37		41 [55]	
	G.E.		5.2		5.3		5.1		5.1	35.9%
GRADE 6	N	1087		1088		1087		1087		[50.9%]
	S.S.	689.35	693.35	689.16	695.16	695.79	703.79	692.73	700.93	
	%ILE		49		48		54		52 [59]	
	G.E.		6.7		6.5		8.0		7.1	43.3%

VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM S NORMS.

S.S. = SCALE SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE,
MN = MEAN, MN_c = CONVERTED MEAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
LANGUAGE SUBTESTS SPRING 1983 RESULTS

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MN_c	MECHANICS MN	MECHANICS MN_c	EXPRESSION MN	EXPRESSION MN_c	TOTAL LANGUAGE MN	TOTAL LANGUAGE MN_c	TOTAL LANGUAGE $\%\geq MD_p$
GRADE 7	N	364		397		392		389		[61.2%]
	S.S.	705.23	710.23	706.07	714.07	708.79	714.79	708.35	716.00	
	%ILE		52		56		64		58 [62]	
	G.E.		7.9		8.5		9.0		8.7	55.3%
GRADE 8	N	360		364		360		354		[52.5%]
	S.S.	710.12	716.12	705.11	713.11	708.93	714.93	707.79	715.79	
	%ILE		42		47		54		49 [57]	
	G.E.		8.3		8.4		9.0		8.7	46.6%
GRADE 9	N	516		511		515		496		[45.4%]
	S.S.	719.43	725.43	705.55	713.55	706.04	712.04	706.80	714.80	
	%ILE		39		37		35		38 [51]	
	G.E.		9.0		8.4		8.8		8.5	37.3%

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MN_c	MECHANICS MN	MECHANICS MN_c	EXPRESSION MN	EXPRESSION MN_c	TOTAL LANGUAGE MN	TOTAL LANGUAGE MN_c	TOTAL LANGUAGE $\%\geq MD_p$
GRADE 10	N	510		524		501		495		[37.4%]
	S.S.	736.36	739.36	712.97	719.97	720.24	723.24	718.25	725.00	
	%ILE		48		33		40		40 [41]	
	G.E.		10.6		9.0		9.7		9.6	37.4%
GRADE 11	N	452		442		448		420		[37.8%]
	S.S.	738.81	740.81	722.93	729.93	724.19	726.19	724.16	729.16	
	%ILE		42		34		38		37 [40]	
	G.E.		10.8		9.8		9.9		10.2	37.8%
GRADE 12	N	452		486		470		458		[33.0%]
	S.S.	750.79	750.00	741.52	745.52	721.28	724.28	731.72	735.72	
	%ILE		48		42		24		38 [37]	
	G.E.		12.4		11.3		9.8		11.0	34.1%

VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM S NORMS.

S.S. = SCALE SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE, MN = MEAN, MN_c = CONVERTED MEAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATHEMATICS SUBTESTS SPRING 1983 RESULTS

GRADE LEVEL		COMPUTATION MN	COMPUTATION MN_c	CONCEPTS & APPL MN	CONCEPTS & APPL MN_c	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MN_c	TOTAL MATHEMATICS $\%\geq MD_p$
GRADE K	N			898				[73.8%]
	S.S.			418.88	420.88			
	%ILE				76			
	G.E.				N/A			63.7%
GRADE 1	N	950		949		947		[53.1%]
	S.S.	390.57	414.57	529.88	528.88	460.88	474.88	
	%ILE		46		61		53	
	G.E.		1.7		2.0		1.8	
GRADE 2	N	887		887		887		[63.2%]
	S.S.	581.10	581.10	588.02	591.02	584.77	585.77	
	%ILE		53		49		53 [58]	
	G.E.		2.8		2.7		2.8	53.8%
GRADE 3	N	996		996		995		[50.2%]
	S.S.	654.49	658.49	621.37	626.37	638.16	640.16	
	%ILE		65		46		52 [60]	
	G.E.		4.1		3.6		3.8	50.2%
GRADE 4	N	958		957		956		[56.4%]
	S.S.	684.29	692.00	650.82	655.82	667.91	673.91	
	%ILE		63		49		52 [59]	
	G.E.		5.1		4.7		4.8	48.2%
GRADE 5	N	1007		1006		1006		[56.1%]
	S.S.	704.32	707.32	672.15	675.15	688.51	692.00	
	%ILE		59		48		54 [56]	
	G.E.		6.1		5.6		5.9	52.1%
GRADE 6	N	1095		1091		1091		[65.4%]
	S.S.	721.72	726.44	689.65	691.65	705.94	707.94	
	%ILE		78		50		62 [61]	
	G.E.		7.9		6.8		7.3	61.2%

VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM S NORMS.

S.S. = SCALE SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE, MN = MEAN, MN_c = CONVERTED MEAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATHEMATICS SUBTESTS SPRING 1983 RESULTS

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MN_C	CONCEPTS & APPL MN	CONCEPTS & APPL MN_C	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MN_C	$\% \geq MD_P$
GRADE 7	N	398		399		396		[72.5%]
	S.S.	731.53	734.00	706.81	708.81	719.55	723.00	
	%ILE		75		62		69 [68]	
	G.E.		9.1		8.5		8.8	66.4%
GRADE 8	N	354		355		351		[66.7%]
	S.S.	736.94	736.94	[illegible]2.73	714.73	725.40	727.40	
	%ILE		64		54		60 [64]	
	G.E.		9.9		9.0		9.5	55.3%
GRADE 9	N	524		514		508		[62.6%]
	S.S.	739.05	738.05	719.64	721.28	729.89	730.00	
	%ILE		56		46		52 [58]	
	G.E.		10.4		9.5		9.9	50.8%

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MN_C	CONCEPTS & APPL MN	CONCEPTS & APPL MN_C	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MN_C	$\% \geq MD_P$
GRADE 10	N	551		543		542		[48.2%]
	S.S.	740.05	739.10	722.33	723.33	731.54	731.54	
	%ILE		51		39		46 [47]	
	G.E.		10.8		9.7		10.3	48.2%
GRADE 11	N	479		476		474		[48.5%]
	S.S.	743.77	746.77	726.23	727.23	735.37	735.74	
	%ILE		62		41		47 [50]	
	G.E.		12.9		10.2		11.4	44.1%
GRADE 12	N	477		461		460		[38.5%]
	S.S.	743.16	746.16	728.02	728.02	736.04	737.04	
	%ILE		55		37		46 [43]	
	G.E.		12.9		10.4		9.5	44.6%

VALUES IN "[ ]" REPRESENT EQUIVALENT ACHIEVEMENT USING FORM S NORMS.

S.S. = SCALE SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE,
MN = MEAN, MN_C = CONVERTED MEAN, MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

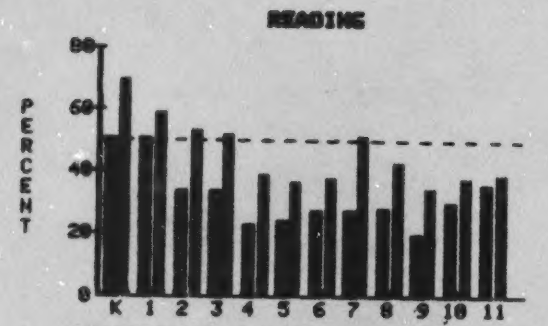
APPENDIX D

GRAPHIC CONTRAST OF CTBS RESULTS

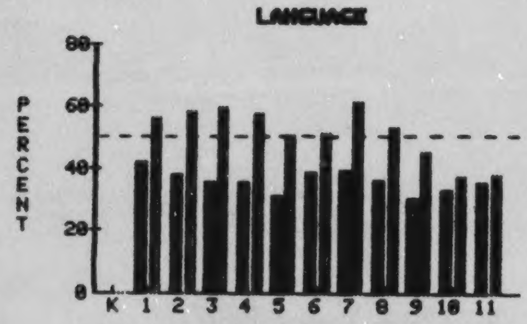
BASELINE VS. SPRING 1983

BASELINE VS. SPRING 1983

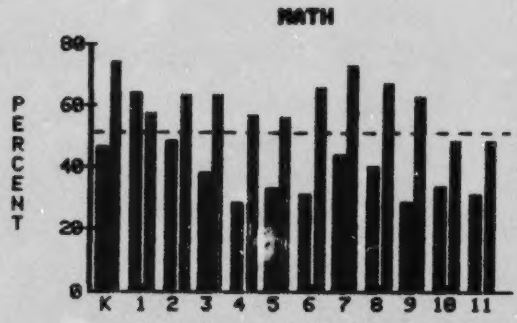
CTBS TEST RESULTS - FORM S NORMS


READING

PERCENT OF STUDENTS AT OR ABOVE MDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR

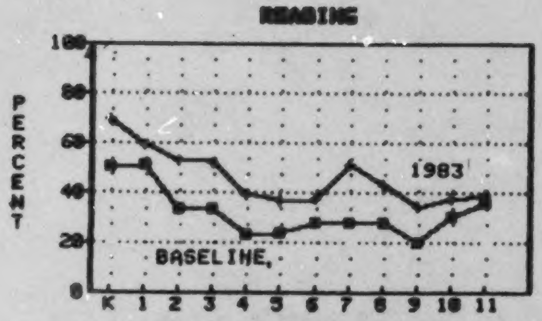

LANGUAGE

PERCENT OF STUDENTS AT OR ABOVE MDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR

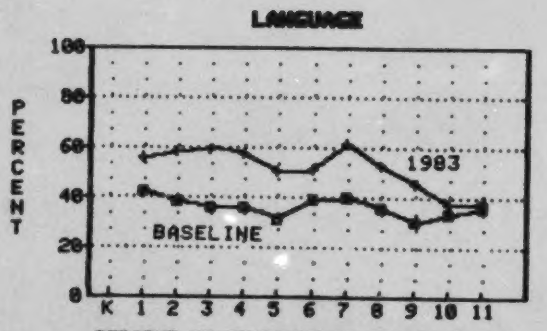

MATH

PERCENT OF STUDENTS AT OR ABOVE MDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR

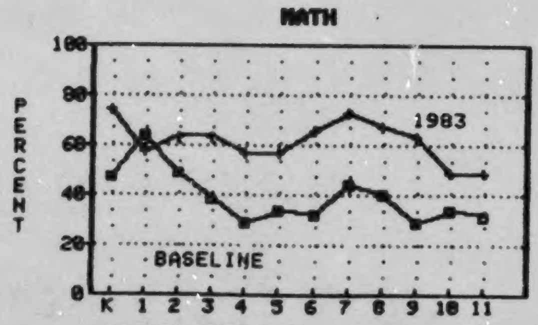
■ = BASELINE ■ = SPRING 1983


READING

PERCENT OF STUDENTS AT OR ABOVE MDP


LANGUAGE

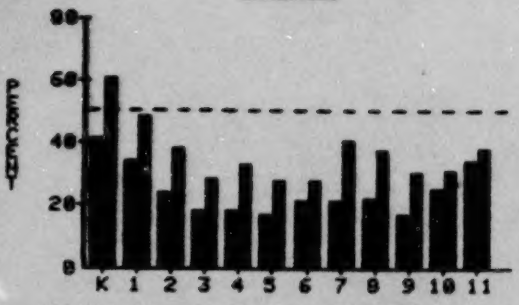
PERCENT OF STUDENTS AT OR ABOVE MDP


MATH

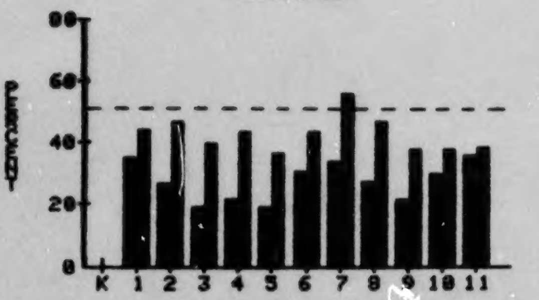
PERCENT OF STUDENTS AT OR ABOVE MDP

BASELINE VS. SPRING 1983

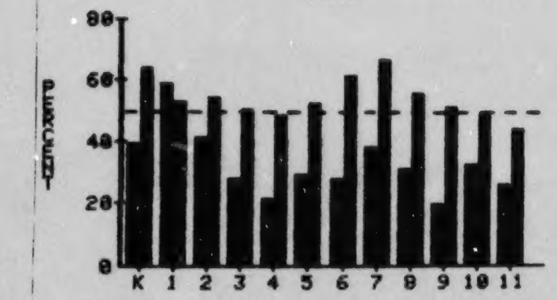
CTBS TEST RESULTS - FORM U NORMS


READING

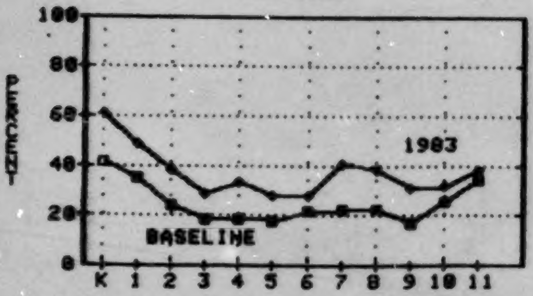
PERCENT OF STUDENTS AT OR ABOVE NDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR


LANGUAGE

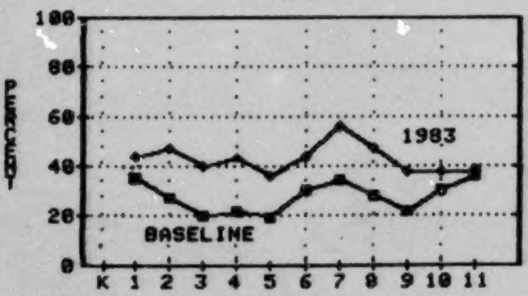
PERCENT OF STUDENTS AT OR ABOVE NDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR


MATH

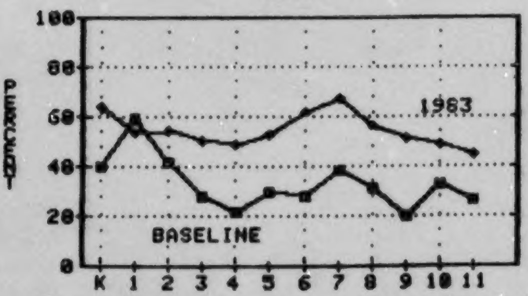
PERCENT OF STUDENTS AT OR ABOVE NDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR


READING

PERCENT OF STUDENTS AT OR ABOVE NDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR


LANGUAGE

PERCENT OF STUDENTS AT OR ABOVE NDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR


MATH

PERCENT OF STUDENTS AT OR ABOVE NDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR

APPENDIX E

DEGREE OF ATTAINMENT OF INTERIM GOALS
BY SCHOOL BY GRADE

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE K

FORM S DATA*

SCHOOL	READING				LANGUAGE (NO TEST)				MATHEMATICS			
	1981 %≥MDp	1983 %≥MDp	GOAL	STATUS	1981 %≥MDp	1983 %≥MDp	GOAL	STATUS	1980 %≥MDp	1983 %≥MDp	GOAL	STATUS
BAKER	48	84	50	+	N/A		N/A		56	86	50	+
BALBOA	25	69	50	+	N/A		N/A		30	65	50	+
BURBANK	38	61	50	+	N/A		N/A		37	77	50	+
CHOLLAS	No Students		--		No Students		--		No Students		--	
EMERSON	83	83	50	+	N/A		N/A		84	78	50	+
FREESE	64	60	50	+	N/A		N/A		48	84	50	+
FULTON	66	81	50	+	N/A		N/A		56	77	50	+
HORTON	54	66	50	+	N/A		N/A		43	84	50	+
JOHNSON	64	64	50	+	N/A		N/A		32	67	50	+
KENNEDY	63	46	50	—	N/A		N/A		49	84	50	+
KNOX	56	82	50	+	N/A		N/A		40	80	50	+
LOGAN	28	65	50	+	N/A		N/A		17	47	50	—
LOWELL	43	91	50	+	N/A		N/A		82	83	50	+
MEAD	51	69	50	+	N/A		N/A		23	86	50	+
SHERMAN	17	11	50	—	N/A		N/A		43	35	50	—
STOCKTON	45	68	50	+	N/A		N/A		43	51	50	✓
VALENCIA PARK	NBD	80	50	(?)	N/A		N/A		55	79	50	+
WEBSTER	64	83	50	+	N/A		N/A		82	67	50	+
COMBINED	50.2	69.5	50.0	+	N/A		N/A		46.7	73.8	50.0	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

*** ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.**

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE K

FORM U DATA*

SCHOOL	READING				LANGUAGE (NO TEST)				MATHEMATICS			
	1981 %≥MDp	1983 %≥MDp	GOAL	STATUS	1981 %≥MDp	1983 %≥MDp	GOAL	STATUS	1980 %≥MDp	1983 %≥MDp	GOAL	STATUS
BAKER	38	75	50	+	N/A		N/A		51	82	50	+
BALBOA	19	60	50	+	N/A		N/A		22	56	50	+
BURBANK	28	55	50	+	N/A		N/A		25	68	50	+
CHOLLAS	No Students		--		No Students		--		No Students		--	
EMERSON	73	78	50	+	N/A		N/A		78	70	50	+
FREESE	55	41	50	—	N/A		N/A		41	76	50	+
FULTON	62	77	50	+	N/A		N/A		48	67	50	+
HORTON	37	61	50	+	N/A		N/A		36	81	50	+
JOHNSON	64	56	50	+	N/A		N/A		26	44	50	—
KENNEDY	61	40	50	—	N/A		N/A		39	74	50	+
KNOX	49	69	50	+	N/A		N/A		33	73	50	+
LOGAN	16	59	50	+	N/A		N/A		12	41	50	—
LOWELL	29	87	50	+	N/A		N/A		82	78	50	+
MEAD	34	60	50	+	N/A		N/A		18	74	50	+
SHERMAN	9	11	50	—	N/A		N/A		31	20	50	—
STOCKTON	29	55	50	+	N/A		N/A		38	31	50	—
VALENCIA PARK	NBD	68	50	(?)	N/A		N/A		45	66	50	+
WEBSTER	56	76	50	+	N/A		N/A		81	59	50	+
COMBINED	41.0	60.8	50.0	+	N/A		N/A		39.4	63.7	50.0	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 1

FORM S DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	60	30	M	—	40	35	50	—	78	32	M	—
BALBOA	42	81	50	+	34	78	50	+	66	71	M	M
BURBANK	9	64	50	+	25	67	50	+	22	56	50	+
CHOLLAS	No Students		--		No Students		--		No Students		--	
EMERSON	59	70	M	M	37	70	50	+	69	54	M	M
FREESE	61	49	M	✓	37	46	50	—	88	66	M	M
FULTON	65	73	M	M	55	71	M	M	65	69	M	M
HORTON	48	40	50	—	38	32	50	—	64	49	M	✓
JOHNSON	72	89	M	M	60	90	M	M	69	75	M	M
KENNEDY	31	46	50	—	38	46	50	—	57	68	M	M
KNOX	62	47	M	—	44	47	50	—	73	53	M	M
LOGAN	35	67	50	+	42	58	50	+	44	48	50	✓
LOWELL	46	67	50	+	50	60	M	M	64	62	M	M
MEAD	20	56	50	+	23	51	50	✓	44	66	50	+
SHERMAN	40	22	50	—	25	18	50	—	49	32	50	—
STOCKTON	47	71	50	+	40	58	50	+	63	40	M	—
VALENCIA PARK	63	72	M	M	NBD	69	(?)	(?)	71	65	M	M
WEBSTER	91	81	M	M	85	83	M	M	89	68	M	M
COMBINED	50.5	58.6	M	M	42.0	56.0	50.0	+	63.9	57.1	M	M

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 1

FORM U DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	50	20	M	—	32	20	50	—	66	32	M	—
BALBOA	20	78	50	+	24	64	50	+	64	70	M	M
BURBANK	7	47	50	—	18	53	50	+	18	53	50	+
CHOLLAS	No Students		--		No Students		--		No Students		--	
EMERSON	42	57	50	+	35	54	50	+	66	52	M	M
FREESE	41	34	50	—	32	35	50	—	80	62	M	M
FULTON	56	62	M	M	46	69	50	+	59	69	M	M
HORTON	31	31	50	—	28	28	50	—	60	45	M	—
JOHNSON	59	79	M	M	55	67	M	M	62	65	M	M
KENNEDY	16	40	50	—	33	38	50	—	49	64	50	+
KNOX	52	38	M	—	36	38	50	—	71	47	M	—
LOGAN	17	61	50	+	38	30	50	—	39	46	50	—
LOWELL	36	60	50	+	40	53	50	+	64	54	M	M
MEAD	6	46	50	—	15	39	50	—	38	62	50	+
SHERMAN	20	16	50	—	17	12	50	—	44	24	50	—
STOCKTON	30	58	50	+	32	43	50	—	57	34	M	—
VALENCIA PARK	40	59	50	+	NBD	56	(?)	(?)	64	64	M	M
WEBSTER	72	71	M	M	80	59	M	M	85	64	M	M
COMBINED	34.4	48.4	50.0	✓	35.0	43.7	50.0	—	58.6	53.1	M	M

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 2

FORM S DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	24	47	50	—	39	41	50	—	73	44	M	—
BALBOA	19	67	50	+	45	65	50	+	33	41	50	—
BURBANK	15	47	50	—	10	63	50	+	31	73	50	+
CHOLLAS	27	48	50	—	21	52	50	+	29	78	50	+
EMERSON	58	56	M	M	36	56	50	+	71	60	M	M
FREESE	51	58	M	M	52	74	M	M	49	73	50	+
FULTON	50	59	M	M	37	80	50	+	70	75	M	M
HORTON	27	34	50	—	38	39	50	—	42	77	50	+
JOHNSON	50	68	M	M	71	88	M	M	65	78	M	M
KENNEDY	24	48	50	—	24	49	50	✓	36	70	50	+
KNOX	39	36	50	—	30	38	50	—	71	47	M	—
LOGAN	9	33	50	—	32	38	50	—	39	43	50	—
LOWELL	42	57	50	+	40	62	50	+	53	81	M	M
MEAD	14	53	50	+	11	58	50	+	27	79	50	+
SHERMAN	24	37	50	—	26	32	50	—	48	54	50	+
STOCKTON	15	36	50	—	49	28	50	—	34	32	50	—
VALENCIA PARK	46	68	50	+	NBD	80	(?)	(?)	39	79	50	+
WEBSTER	72	83	M	M	83	85	M	M	81	74	M	M
COMBINED	33.5	52.7	50.0	+	38.1	58.2	50.0	+	48.4	63.2	50.0	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 2

FORM U DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	22	34	50	—	29	38	50	—	64	33	M	—
BALBOA	10	42	50	—	25	40	50	—	27	36	50	—
BURBANK	11	33	50	—	7	50	50	✓	29	60	50	+
CHOLLAS	0	44	50	—	14	48	50	—	24	74	50	+
EMERSON	42	32	50	—	35	36	50	—	61	52	M	✓
FREESE	37	41	50	—	43	62	50	+	46	63	50	+
FULTON	37	46	50	—	28	69	50	+	60	62	M	M
HORTON	16	23	50	—	24	34	50	—	36	64	50	+
JOHNSON	34	66	50	+	63	73	M	M	58	63	M	M
KENNEDY	13	31	50	—	10	35	50	—	24	67	50	+
KNOX	29	25	50	—	20	36	50	—	63	36	M	—
LOGAN	7	16	50	—	12	29	50	—	26	33	50	—
LOWELL	37	57	50	+	40	57	50	+	47	71	50	+
MEAD	6	42	50	—	11	53	50	+	25	68	50	+
SHERMAN	20	21	50	—	14	11	50	—	41	41	50	—
STOCKTON	10	14	50	—	40	20	50	—	25	22	50	—
VALENCIA PARK	34	56	50	+	NBD	69	(?)	(?)	34	71	50	+
WEBSTER	58	66	M	M	65	67	M	M	75	68	M	M
COMBINED	23.7	38.1	50.0	—	26.8	46.4	50.0	—	41.5	53.8	50.0	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = MO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 3

FORM S DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	31	58	45	+	41	56	47	+	18	65	42	+
BALBOA	23	62	43	+	28	63	43	+	28	62	44	+
BURBANK	NBD	56	(?)	(?)	17	59	39	+	NBD	78	(?)	(?)
CHOLLAS	31	66	45	+	40	72	47	+	38	84	47	+
EMERSON	26	52	44	+	45	73	48	+	43	78	48	+
FREESE	39	66	47	+	46	74	49	+	49	72	50	+
FULTON	51	54	M	M	48	68	49	+	46	65	49	+
HORTON	24	44	43	✓	19	42	40	+	16	54	41	+
JOHNSON	53	82	M	M	47	72	49	+	63	72	M	M
KENNEDY	20	24	42	—	30	43	43	✓	19	36	42	—
KNOX	35	38	46	—	39	34	46	—	30	45	45	✓
LOGAN	24	28	43	—	19	58	40	+	41	51	48	+
LOWELL	29	72	45	+	47	61	49	+	41	71	48	+
MEAD	No Students		—		No Students		—		No Students		—	
SHERMAN	41	36	48	—	38	38	46	—	49	59	50	+
STOCKTON	23	40	43	—	34	44	45	✓	29	41	45	—
VALENCIA PARK	28	44	44	✓	NBD	65	(?)	(?)	25	68	44	+
WEBSTER	73	68	M	M	NBD	82	(?)	(?)	76	75	M	M
COMBINED	33.7	51.8	45.9	+	35.8	59.2	45.3	+	38.4	63.2	47.1	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 3

FORM U DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	6	33	39	—	16	38	39	√	9	52	40	+
BALBOA	11	32	40	—	13	49	38	+	22	51	43	+
BURBANK	NBD	33	(?)	(?)	10	41	37	+	NBD	70	(?)	(?)
CHOLLAS	19	43	42	√	19	56	40	+	30	75	45	+
EMERSON	12	25	40	—	26	52	42	+	28	68	44	+
FREESE	29	38	45	—	30	50	43	+	43	54	48	+
FULTON	24	35	43	—	29	44	43	√	35	48	46	+
HORTON	15	25	41	—	11	30	37	—	6	36	39	—
JOHNSON	32	33	45	—	26	49	42	+	35	49	46	+
KENNEDY	13	17	41	—	16	19	39	—	11	24	40	—
KNOX	16	19	41	—	18	21	39	—	26	36	44	—
LOGAN	11	14	40	—	6	35	35	√	27	40	44	—
LOWELL	12	24	40	—	32	36	44	—	18	54	42	+
MEAD	No Students		—		No Students		—		No Students		—	
SHERMAN	23	20	43	—	19	19	40	—	29	49	45	+
STOCKTON	9	13	40	—	18	31	39	—	16	33	42	—
VALENCIA PARK	14	25	41	—	NBD	44	(?)	(?)	19	51	42	+
WEBSTER	49	45	50	—	NBD	55	(?)	(?)	63	66	M	M
COMBINED	18.4	28.6	42.1	—	19.2	39.4	39.7	√	27.6	50.2	44.4	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 4

FORM S DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	15	40	41	✓	42	55	47	+	21	53	43	+
BALBOA	10	29	40	—	20	51	40	+	18	50	42	+
BURBANK	No Students		--		No Students		--		No Students		--	
CHOLLAS	6	51	39	+	38	64	46	+	15	61	41	+
EMERSON	12	24	41	—	44	55	48	+	19	46	42	+
FREESE	38	61	47	+	52	71	M	M	37	72	47	+
FULTON	29	54	45	+	58	66	M	M	25	61	44	+
HORTON	29	37	45	—	15	54	38	+	22	57	43	+
JOHNSON	32	71	46	+	62	86	M	M	37	81	47	+
KENNEDY	25	19	44	—	22	47	41	+	42	40	48	—
KNOX	22	39	43	—	34	45	45	✓	29	37	45	—
LOGAN	11	20	40	—	26	59	42	+	16	49	42	+
LOWELL	20	36	42	—	14	62	38	+	32	56	46	+
MEAD	No Students		--		No Students		--		No Students		--	
SHERMAN	15	6	41	—	25	30	42	—	26	43	44	✓
STOCKTON	23	26	43	—	40	40	47	—	26	47	44	+
VALENCIA PARK	26	57	44	+	31	74	44	+	26	73	44	+
WEBSTER	56	67	M	M	NBD	81	(?)	(?)	63	84	M	M
COMBINED	23.0	38.6	43.2	—	35.7	57.6	45.2	+	28.3	56.4	44.6	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 4

FORM U DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	15	37	41	—	29	47	43	+	13	50	41	+
BALBOA	6	18	39	—	8	32	36	—	14	41	41	✓
BURBANK	No Students		--		No Students		--		No Students		--	
CHOLLAS	4	51	38	+	25	56	42	+	19	56	40	+
EMERSON	8	22	40	—	21	45	40	+	15	39	41	✓
FREESE	33	54	46	+	31	58	44	+	29	64	45	+
FULTON	21	46	43	+	36	45	45	✓	19	55	42	+
HORTON	16	25	42	—	12	43	37	+	20	43	42	✓
JOHNSON	27	62	44	+	46	69	49	+	29	69	45	+
KENNEDY	15	14	41	—	7	14	36	—	26	34	44	—
KNOX	18	34	42	—	30	36	43	—	24	31	44	—
LOGAN	11	16	40	—	15	43	38	+	12	45	41	+
LOWELL	16	36	42	—	3	42	34	+	32	48	46	+
MEAD	No Students		--		No Students		--		No Students		--	
SHERMAN	13	6	41	—	15	14	38	—	18	34	42	—
STOCKTON	19	24	42	—	10	24	37	—	15	35	41	—
VALENCIA PARK	20	47	43	+	23	63	41	+	16	64	42	+
WEBSTER	48	57	50	+	NBD	71	(?)	(?)	54	74	M	M
COMBINED	18.3	32.9	42.1	—	21.2	42.9	40.4	+	21.4	48.2	42.8	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 5

FORM S DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	26	38	44	—	18	69	39	+	30	69	45	+
BALBOA	15	22	41	—	15	48	38	+	35	56	46	+
BURBANK	No Students		--		No Students		--		No Students		--	
CHOLLAS	13	49	41	+	22	54	41	+	28	64	44	+
EMERSON	12	30	40	—	31	56	44	+	33	66	46	+
FREESE	37	51	47	+	48	60	49	+	48	70	50	+
FULTON	42	37	48	—	35	51	45	+	33	59	46	+
HORTON	14	34	41	—	33	32	44	—	23	43	43	✓
JOHNSON	54	55	M	M	56	76	M	M	49	82	50	+
KENNEDY	17	22	42	—	34	27	45	—	25	34	44	—
KNOX	19	39	42	—	26	44	42	+	26	49	44	+
LOGAN	7	20	39	—	15	42	38	+	16	29	42	—
LOWELL	11	43	40	+	17	51	39	+	18	54	42	+
MEAD	No Students		--		No Students		--		No Students		--	
SHERMAN	18	24	42	—	25	39	42	—	34	47	46	✓
STOCKTON	16	24	41	—	21	27	40	—	15	48	41	+
VALENCIA PARK	37	49	47	+	32	59	44	+	39	62	47	+
WEBSTER	51	56	M	M	52	78	M	M	61	63	M	M
COMBINED	23.9	36.4	43.5	—	31.2	50.3	43.7	+	33.2	56.1	45.8	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 5

FORM U DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	21	29	43	—	5	38	35	+	24	62	44	+
BALBOA	8	13	39	—	10	33	37	—	29	53	45	+
BURBANK	No Students		--		No Students		--		No Students		--	
CHOLLAS	10	38	40	—	20	45	40	+	23	54	43	+
EMERSON	5	21	39	—	19	41	40	✓	28	66	44	+
FREESE	22	40	43	—	35	49	45	+	42	67	48	+
FULTON	31	29	45	—	19	32	40	—	31	53	45	+
HORTON	11	20	40	—	17	18	39	—	17	43	42	✓
JOHNSON	46	43	49	—	30	61	43	+	45	76	49	+
KENNEDY	5	16	39	—	15	11	38	—	20	32	42	—
KNOX	13	29	41	—	17	30	39	—	22	44	43	✓
LOGAN	4	14	39	—	5	27	35	—	15	24	41	—
LOWELL	11	38	40	—	0	38	33	+	16	49	41	+
MEAD	No Students		--		No Students		--		No Students		--	
SHERMAN	14	19	41	—	16	28	39	—	32	45	46	✓
STOCKTON	8	18	39	—	12	10	38	—	15	41	41	✓
VALENCIA PARK	28	43	44	✓	19	56	40	+	34	60	46	+
WEBSTER	45	46	49	—	40	61	47	+	57	61	M	M
COMBINED	16.9	27.7	41.7	—	19.1	35.9	39.7	—	29.1	52.1	44.8	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 6

FORM S DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	42	37	48	—	62	61	M	M	29	68	45	+
BALBOA	14	20	41	—	36	51	45	+	27	64	44	+
BURBANK	No Students		--		No Students		--		No Students		--	
CHOLLAS	20	42	43	✓	28	52	43	+	26	65	44	+
EMERSON	17	40	42	✓	28	52	43	+	22	74	43	+
FREESE	47	60	49	+	54	76	M	M	45	80	49	+
FULTON	52	49	M	✓	55	68	M	M	52	74	M	M
HORTON	24	42	43	✓	36	42	45	—	36	53	46	+
JOHNSON	32	69	46	+	80	81	M	M	42	84	48	+
KENNEDY	16	26	42	—	35	26	45	—	11	40	40	✓
KNOX	28	45	44	✓	39	48	46	✓	35	60	46	+
LOGAN	13	22	41	—	16	45	39	+	20	62	43	+
LOWELL	8	19	40	—	28	38	43	—	15	57	41	+
MEAD	No Students		--		No Students		--		No Students		--	
SHERMAN	18	14	42	—	30	25	43	—	30	56	45	+
STOCKTON	16	28	42	—	50	29	M	—	15	54	41	+
VALENCIA PARK	46	28	49	—	53	39	M	—	40	61	47	+
WEBSTER	70	64	M	M	NBD	79	(?)	(?)	70	86	M	M
COMBINED	27.4	37.3	44.4	—	38.9	50.9	46.3	+	31.3	65.4	45.3	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

MINORITY ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 6

FORM U DATA*

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1981 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS	1980 %≥MDp	1983 %≥MDp	INTERIM GOALS	STATUS
BAKER	36	27	46	—	54	49	M	✓	25	66	44	+
BALBOA	12	15	40	—	29	40	43	—	26	56	44	+
BURBANK	No Students		--		No Students		--		No Students		--	
CHOLLAS	14	38	41	—	23	47	41	+	21	63	43	+
EMERSON	11	24	40	—	20	42	40	+	22	71	43	+
FREESE	37	44	47	—	40	62	47	+	41	78	48	+
FULTON	45	41	49	—	43	63	48	+	48	74	50	+
HORTON	16	38	42	—	29	34	43	—	32	53	46	+
JOHNSON	26	57	44	+	70	72	M	M	36	81	46	+
KENNEDY	10	11	40	—	25	20	42	—	9	35	40	—
KNOX	20	29	42	—	29	41	43	✓	32	56	46	+
LOGAN	9	16	40	—	13	37	38	✓	16	51	42	+
LOWELL	7	12	39	—	11	36	37	✓	10	55	40	+
MEAD	No Students		--		No Students		--		No Students		--	
SHERMAN	11	10	40	—	26	20	42	—	27	48	44	+
STOCKTON	14	14	41	—	40	25	47	—	12	49	41	+
VALENCIA PARK	33	20	46	—	35	34	45	—	37	54	47	+
WEBSTER	63	48	M	✓	NBD	67	(?)	(?)	63	85	M	M
COMBINED	21.3	28.0	42.8	—	30.3	43.3	43.4	✓	27.7	61.2	44.4	+

MDp = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM U.

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 7

FORM S DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS	1981 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS	1980 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS
GOMPERS	44	54	47	+	47	64	48	+	60	73	M	M
MEMORIAL	14	45	36	+	32	56	41	+	28	71	41	+
O'FARRELL	24	N/A	39	N/A	36	N/A	43	N/A	41	N/A	46	N/A
COMBINED	27.5	50.6	41.0	+	39.4	61.2	44.7	+	43.9	72.5	47.6	+

FORM U DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS	1981 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS	1980 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS
GOMPERS	37	45	45	✓	43	58	47	+	56	67	M	M
MEMORIAL	10	33	34	✓	26	50	38	+	23	66	39	+
O'FARRELL	16	N/A	36	N/A	28	N/A	39	N/A	34	N/A	43	N/A
COMBINED	21.6	40.5	38.6	✓	33.8	55.3	41.9	+	38.6	66.4	45.3	+

MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

Comment: The O'Farrell school site is presently the location of the School of Creative and Performing Arts. Those students' scores would not be appropriate (N/A) to include in this report.

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 8

FORM S DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1981 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS
GOMPERS	63	55	M	M	43	61	46	+	77	70	M	M
MEMORIAL	17	20	37	—	26	37	38	✓	31	60	42	+
O'FARRELL	26	N/A	40	N/A	35	N/A	42	N/A	34	N/A	44	N/A
COMBINED	27.9	42.5	41.1	✓	36.0	52.5	43.0	+	39.8	66.7	45.9	+

FORM U DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1981 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS
GOMPERS	57	49	M	✓	34	56	42	+	71	59	M	M
MEMORIAL	11	17	35	—	19	29	34	—	20	47	38	+
O'FARRELL	21	N/A	38	N/A	26	N/A	38	N/A	27	N/A	41	N/A
COMBINED	22.4	37.7	39.0	✓	27.4	46.6	38.7	+	31.0	55.3	42.4	+

MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

Comment: The O'Farrell school site is presently the location of the School of Creative and Performing Arts. Those students' scores would not be appropriate (N/A) to include in this report.

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 9

FORM S DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 $\% \geq MD_p$	1983 $\% \geq MD_p$	INTERIM GOALS	STATUS	1981 $\% \geq MD_p$	1983 $\% \geq MD_p$	INTERIM GOALS	STATUS	1980 $\% \geq MD_p$	1983 $\% \geq MD_p$	INTERIM GOALS	STATUS
GOMPERS	51	75	M	M	68	83	M	M	68	97	M	M
MEMORIAL	13	19	35	—	27	29	38	—	20	48	38	+
LINCOLN	13	12	35	—	14	33	32	✓	25	45	40	+
O'FARRELL	19	N/A	38	N/A	24	N/A	37	N/A	25	N/A	40	N/A
MORSE	NBD	33	(?)	(?)	NBD	41	(?)	(?)	NBD	62	(?)	(?)
COMBINED	19.3	34.0	37.7	—	30.3	45.4	40.2	+	28.3	62.6	41.3	+

FORM U DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 $\% \geq MD_p$	1983 $\% \geq MD_p$	INTERIM GOALS	STATUS	1981 $\% \geq MD_p$	1983 $\% \geq MD_p$	INTERIM GOALS	STATUS	1980 $\% \geq MD_p$	1983 $\% \geq MD_p$	INTERIM GOALS	STATUS
GOMPERS	51	72	M	M	54	76	M	M	58	92	M	M
MEMORIAL	11	15	34	—	17	24	34	—	14	38	36	+
LINCOLN	10	10	34	—	8	22	29	—	14	33	36	—
O'FARRELL	15	N/A	36	N/A	17	N/A	33	N/A	15	N/A	36	N/A
MORSE	NBD	30	(?)	(?)	NBD	31	(?)	(?)	NBD	44	(?)	(?)
COMBINED	16.8	30.5	36.7	—	21.5	37.3	35.7	✓	19.8	50.8	37.9	+

MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

Comment: The O'Farrell school site is presently the location of the School of Creative and Performing Arts. Those students' scores would not be appropriate (N/A) to include in this report. Most all students who would have attended O'Farrell as ninth graders did attend Morse.

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 10

FORM S DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1981 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS
LINCOLN	7	16	33	—	12	25	31	—	14	34	36	✓
MORSE	32	44	43	✓	37	41	43	✓	34	53	44	+
GOMPERS	70	33	M	—	69	33	M	—	80	100	M	M
COMBINED	29.7	37.2	41.9	—	33.0	37.4	41.5	—	33.4	48.2	43.4	+

FORM U DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1981 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS
LINCOLN	5	12	32	—	11	25	30	—	12	34	35	✓
MORSE	27	37	41	—	33	41	42	✓	33	53	43	+
GOMPERS	70	33	M	—	69	33	M	—	80	100	M	M
COMBINED	25.1	31.2	40.0	—	29.9	37.4	40.0	—	32.3	48.2	42.9	+

MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 11

FORM S DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1981 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1981 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS
LINCOLN	19	19	38	—	16	27	33	—	16	32	33	√
MORSE	41	46	46	√	43	42	46	—	36	55	43	+
COMBINED	35.7	38.5	44.3	—	35.7	37.8	42.9	—	31.2	48.5	40.6	+

FORM U DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1981 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS	1981 $\%\geq MD_p$	1983 $\%\geq MD_p$	INTERIM GOALS	STATUS
LINCOLN	18	19	37	—	16	27	33	—	12	30	31	√
MORSE	40	46	46	√	43	42	46	—	31	50	40	+
COMBINED	34.3	38.0	43.7	—	35.7	37.8	42.9	—	25.9	44.1	38.0	+

MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 12

FORM S DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1981 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS	1981 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS	1981 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS
LINCOLN	18	8	34	—	19	24	35	—	19	27	34	—
MORSE	39	27	44	—	41	37	45	—	38	43	44	✓
COMBINED	33.0	21.6	41.5	—	34.5	33.0	42.3	—	32.9	38.5	41.4	—

FORM U DATA

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1981 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS	1981 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS	1981 %≥MD_p	1983 %≥MD_p	INTERIM GOALS	STATUS
LINCOLN	26	16	38	—	19	26	35	—	25	35	38	—
MORSE	44	35	47	—	41	38	45	—	44	49	48	✓
COMBINED	38.6	29.5	44.3	—	34.5	34.1	42.3	—	38.6	44.6	44.3	✓

MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

APPENDIX F

NUMBER AND PERCENT OF STUDENTS TESTED

MINORITY ISOLATED SCHOOLS

SPRING 1983

NUMBER AND PERCENT OF STUDENTS TESTED
MINORITY-ISOLATED SCHOOLS SPRING 1983

GRADE LEVEL	NO. STUDENTS ENROLLED*	NO. TESTED** (ENGLISH)	% TESTED (ENGLISH)	NO. TESTED** (SPANISH)	% TESTED (SPANISH)	NO. NOT TESTED	% NOT TESTED
Kindergarten	1814	1317	72.6%	NO TEST AVAILABLE		497	27.4%
1	1757	1205	68.6%	371	21.1%	181	10.3%
2	1579	1126	71.3%	331	21.0%	122	7.7%
3	1611	1258	78.1%	276	17.1%	77	4.8%
4	1415	1195	84.5%	163	11.5%	57	4.0%
5	1434	1250	87.2%	84	5.9%	100	6.9%
6	1362	1258	92.4%	64	4.7%	40	2.9%
7	575	496	86.3%	57	9.9%	22	3.8%
8	526	451	85.8%	59	11.2%	16	3.0%
9	819	679	82.9%	54	6.6%	86	10.5%
10	858	654	76.2%	NO TEST AVAILABLE		204	23.8%
11	745	601	80.7%	NO TEST AVAILABLE		144	19.3%
12	600	489	81.5%	NO TEST AVAILABLE		111	18.5%
COMBINED K-6	10972	8609	78.5%	1289	11.7%	1074	9.8%
COMBINED 7-9	1920	1626	84.7%	170	8.9%	124	6.4%
COMBINED 10-12	2203	1744	79.2%	-0-	-0-	459	20.8%
COMBINED K-12	15095	11979	79.3%	1459	9.7%	1657	11.0%

*Based on student enrollment figures *(Report of Active Enrollment, April 8, 1983)*.

**Number tested in English or Spanish based on hand-count of the number of student answer sheets or test booklets.

NOTE: Some students were tested with both English and Spanish versions in some bilingual programs.

APPENDIX G

PRELIMINARY ANALYSES OF SPRING 1983 CTBS RESULTS FOR PARTICIPANTS IN THE ACHIEVEMENT GOALS PROGRAM

A PRELIMINARY ANALYSIS OF AGP RESULTS

STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
PRETEST (SPRING 1982) TO POSTTEST (SPRING 1983) AND DIFFERENCES

MATCHED DATA* FOR GRADE 1

CONTENT AREA	PRETEST SPRING 1982 FORM S	PRETEST SPRING 1982 FORM U	POSTTEST SPRING 1983 FORM S	POSTTEST SPRING 1983 FORM U	DIFFERENCE 1982 TO 1983 FORM S	DIFFERENCE 1982 TO 1983 FORM U
TOTAL READING						
NUMBER	364		364			
$\%\geq MD_p$	64.3	54.4	61.3	49.2	- 3.0	- 5.2
$\bar{X}$ %-ILE		54		47		- 7
$\bar{X}$ G.E.	NA	NA		1.7	NA	NA
TOTAL LANGUAGE						
NUMBER						
$\%\geq MD_p$	DATA NOT AVAILABLE, YET					
$\bar{X}$ %-ILE						
$\bar{X}$ G.E.						
TOTAL MATH						
NUMBER	333		333			
$\%\geq MD_p$	76.9	63.1	60.7	58.0	-16.2	- 5.1
$\bar{X}$ %-ILE		77		57		-20
$\bar{X}$ G.E.	NA	NA		1.9	NA	NA

* "MATCHED DATA" MEANS ONLY THOSE STUDENTS WHO TOOK BOTH THE PRETEST AND POSTTEST.

"$\%\geq MD_p$" PERCENT OF STUDENTS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"$\bar{X}$ %-ILE" PERCENTILE VALUE CORRESPONDING TO CALCULATED MEAN SCALE SCORE.

"$\bar{X}$ G.E." GRADE EQUIVALENT VALUE CORRESPONDING TO CALCULATED MEAN SCORE.

A PRELIMINARY ANALYSIS OF AGP RESULTS

STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
PRETEST (SPRING 1982) TO POSTTEST (SPRING 1983) AND DIFFERENCES

MATCHED DATA* FOR GRADE 2

CONTENT AREA		PRETEST SPRING 1982 FORM S	PRETEST SPRING 1982 FORM U	POSTTEST SPRING 1983 FORM S	POSTTEST SPRING 1983 FORM U	DIFFERENCE 1982 TO 1983 FORM S	DIFFERENCE 1982 TO 1983 FORM U
TOTAL READING							
	NUMBER	DATA NOT		372		DATA NOT	
	$\% \geq MD_p$	AVAILABLE, YET		59.7	45.7	AVAILABLE, YET	
	$\bar{X}$ %-ILE				46		
	$\bar{X}$ G.E.				2.6		
TOTAL LANGUAGE							
	NUMBER	410		410			
	$\% \geq MD_p$	58.8	44.6	70.7	59.0	+11.9	+14.4
	$\bar{X}$ %-ILE		42		59		+17
	$\bar{X}$ G.E.		1.5		3.1		+ 1.6
TOTAL MATH							
	NUMBER	362		362			
	$\% \geq MD_p$	62.4	57.7	71.8	63.8	+ 9.4	+ 6.1
	$\bar{X}$ %-ILE		59		57		- 2
	$\bar{X}$ G.E.		1.9		3.1		+ 1.2

* "MATCHED DATA" MEANS ONLY THOSE STUDENTS WHO TOOK BOTH THE PRETEST AND POSTTEST.

"$\% \geq MD_p$" PERCENT OF STUDENTS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"$\bar{X}$ %-ILE" PERCENTILE VALUE CORRESPONDING TO CALCULATED MEAN SCALE SCORE.

"$\bar{X}$ G.E." GRADE EQUIVALENT VALUE CORRESPONDING TO CALCULATED MEAN SCORE.

A PRELIMINARY ANALYSIS OF AGP RESULTS

STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS PRETEST (SPRING 1982) TO POSTTEST (SPRING 1983) AND DIFFERENCES

MATCHED DATA* FOR GRADE 3

CONTENT AREA		PRETEST SPRING 1982		POSTTEST SPRING 1983		DIFFERENCE 1982 TO 1983	
		FORM S	FORM U	FORM S	FORM U	FORM S	FORM U
TOTAL READING							
	NUMBER	522		522			
	$\%\geq MD_p$	54.4	40.2	53.4	30.5	- 1.0	- 9.7
	$\bar{X}$ %-ILE	54	41	58	40	+ 4	- 1
	$\bar{X}$ G.E.	2.8	2.5	4.0	3.4	+ 1.2	+ 0.9
TOTAL LANGUAGE							
	NUMBER	517		517			
	$\%\geq MD_p$	49.9	34.4	64.8	45.3	+14.9	+10.9
	$\bar{X}$ %-ILE	49	35	64	51	+15	+16
	$\bar{X}$ G.E.	2.7	2.4	4.6	3.8	+ 1.9	+ 1.4
TOTAL MATH							
	NUMBER	492		492			
	$\%\geq MD_p$	64.4	53.3	66.9	53.7	+ 2.5	+ 0.4
	$\bar{X}$ %-ILE	61	57	65	59	+ 4	+ 2
	$\bar{X}$ G.E.	2.9	2.9	4.4	4.0	+ 1.5	+ 1.1

* "MATCHED DATA" MEANS ONLY THOSE STUDENTS WHO TOOK BOTH THE PRETEST AND POSTTEST.

"$\%\geq MD_p$" PERCENT OF STUDENTS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"$\bar{X}$ %-ILE" PERCENTILE VALUE CORRESPONDING TO CALCULATED MEAN SCALE SCORE.

"$\bar{X}$ G.E." GRADE EQUIVALENT VALUE CORRESPONDING TO CALCULATED MEAN SCORE.

A PRELIMINARY ANALYSIS OF AGP RESULTS

STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
PRETEST (SPRING 1982) TO POSTTEST (SPRING 1983) AND DIFFERENCES

MATCHED DATA* FOR GRADE 4

CONTENT AREA	PRETEST SPRING 1982		POSTTEST SPRING 1983		DIFFERENCE 1982 TO 1983	
	FORM S	FORM U	FORM S	FORM U	FORM S	FORM U
TOTAL READING						
NUMBER	696		696			
$\% \geq MD_p$	47.6	27.6	40.9	35.1	- 6.7	+ 7.5
$\bar{X}$ %-ILE	51	34	44	38	- 7	+ 4
$\bar{X}$ G.E.	3.7	3.1	4.4	4.2	+ 0.7	+ 1.1
TOTAL LANGUAGE						
NUMBER						
$\% \geq MD_p$	DATA NOT AVAILABLE, YET					
$\bar{X}$ %-ILE						
$\bar{X}$ G.E.						
TOTAL MATH						
NUMBER	646		646			
$\% \geq MD_p$	56.5	44.7	55.7	48.0	- 0.8	+ 3.3
$\bar{X}$ %-ILE	55	45	58	52	+ 3	+ 7
$\bar{X}$ G.E.	3.9	3.7	5.0	4.8	+ 1.1	+ 1.1

* "MATCHED DATA" MEANS ONLY THOSE STUDENTS WHO TOOK BOTH THE PRETEST AND POSTTEST.

"$\% \geq MD_p$" PERCENT OF STUDENTS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"$\bar{X}$ %-ILE" PERCENTILE VALUE CORRESPONDING TO CALCULATED MEAN SCALE SCORE.

"$\bar{X}$ G.E." GRADE EQUIVALENT VALUE CORRESPONDING TO CALCULATED MEAN SCORE.

A PRELIMINARY ANALYSIS OF AGP RESULTS

STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS PRETEST (SPRING 1982) TO POSTTEST (SPRING 1983) AND DIFFERENCES

MATCHED DATA* FOR GRADE 5

CONTENT AREA	PRETEST SPRING 1982		POSTTEST SPRING 1983		DIFFERENCE 1982 TO 1983	
	FORM S	FORM U	FORM S	FORM U	FORM S	FORM U
TOTAL READING						
NUMBER	731		731			
$\%\geq MD_p$	31.5	26.8	36.3	26.9	+ 4.8	+ 0.1
$\bar{X}$ %-ILE	38	31	44	34	+ 6	+ 3
$\bar{X}$ G.E.	4.1	3.9	5.4	4.9	+ 1.3	+ 1.0
TOTAL LANGUAGE						
NUMBER						
$\%\geq MD_p$	DATA NOT AVAILABLE, YET					
$\bar{X}$ %-ILE						
$\bar{X}$ G.E.						
TOTAL MATH						
NUMBER	679		679			
$\%\geq MD_p$	52.6	45.2	55.4	51.4	+ 2.8	+ 6.2
$\bar{X}$ %-ILE	58	50	56	54	- 2	+ 4
$\bar{X}$ G.E.	5.0	4.8	6.0	5.9	+ 1.0	+ 1.0

* "MATCHED DATA" MEANS ONLY THOSE STUDENTS WHO TOOK BOTH THE PRETEST AND POSTTEST.

"$\%\geq MD_p$" PERCENT OF STUDENTS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"$\bar{X}$ %-ILE" PERCENTILE VALUE CORRESPONDING TO CALCULATED MEAN SCALE SCORE.

"$\bar{X}$ G.E." GRADE EQUIVALENT VALUE CORRESPONDING TO CALCULATED MEAN SCORE.

ACHIEVEMENT OF STUDENTS IN ACHIEVEMENT GOALS PROGRAM
BASED UPON THE NUMBER OF YEARS OF PARTICIPATION

PERCENT OF STUDENTS SCORING AT OR ABOVE NATIONAL NORM

CTBS SPRING 1983 TEST RESULTS

FORM S

GRADE	TOTAL READING						TOTAL LANGUAGE						TOTAL MATHEMATICS					
	YEARS PARTICIPATION IN AGP						YEARS PARTICIPATION IN AGP						YEARS PARTICIPATION IN AGP					
	1ST		2ND		3RD		1ST		2ND		3RD		1ST		2ND		3RD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
K	463	74.5	--	--	--	--	--	--	--	--	--	--	451	83.4	--	--	--	--
1	229	62.0	238	60.5	--	--	464	62.3	--	--	--	--	213	61.0	217	60.8	--	--
2	241	58.9	117	47.9	92	62.0	520	69.4	--	--	--	--	251	70.5	116	68.1	86	79.1
3	364	54.7	100	60.0	195	52.8	660	63.8	--	--	--	--	314	67.2	130	71.5	171	63.2
4	424	34.7	138	32.6	188	56.4	795	58.4	--	--	--	--	357	50.7	158	57.0	200	62.0
5	309	35.0	246	33.7	263	39.9	860	49.7	--	--	--	--	275	54.9	160	52.5	326	58.0
6	DATA NOT AVAILABLE, YET																	
COMBINED																		

N = NUMBER OF STUDENTS

% = PERCENT OF STUDENTS SCORING AT OR ABOVE PUBLISHER'S MEDIAN

DEFINITION OF "YEARS PARTICIPATION IN AGP":
"3RD" MEANS THE STUDENTS RECEIVED AGP INSTRUCTION SINCE SEPTEMBER 30, 1980.
"2ND" MEANS THE STUDENTS RECEIVED AGP INSTRUCTION SINCE SEPTEMBER 30, 1981.
"1ST" MEANS THE STUDENTS RECEIVED AGP INSTRUCTION SINCE SEPTEMBER 30, 1982.

ACHIEVEMENT OF STUDENTS IN ACHIEVEMENT GOALS PROGRAM BASED UPON THE NUMBER OF YEARS OF PARTICIPATION

PERCENT OF STUDENTS SCORING AT OR ABOVE NATIONAL NORM

CTBS SPRING 1983 TEST RESULTS

FORM U

	TOTAL READING						TOTAL LANGUAGE						TOTAL MATHEMATICS					
	YEARS PARTICIPATION IN AGP						YEARS PARTICIPATION IN AGP						YEARS PARTICIPATION IN AGP					
	1ST		2ND		3RD		1ST		2ND		3RD		1ST		2ND		3RD	
GRADE	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
K	463	65.0	--	--	--	--	--	--	--	--	--	--	453	73.8	--	--	--	--
1	229	51.1	238	48.7	--	--	464	49.6	--	--	--	--	213	57.7	217	59.0	--	--
2	241	48.5	117	33.3	92	44.6	520	57.3	--	--	--	--	251	62.2	116	56.0	86	72.1
3	364	32.4	100	29.0	195	26.2	660	42.7	--	--	--	--	314	53.5	130	60.8	171	47.4
4	424	29.2	138	31.2	188	45.7	795	43.4	--	--	--	--	357	42.6	158	50.0	200	53.5
5	309	28.5	246	24.0	263	28.5	860	35.8	--	--	--	--	275	50.2	160	48.1	326	54.9
6	DATA NOT AVAILABLE, YET																	
COMBINED																		

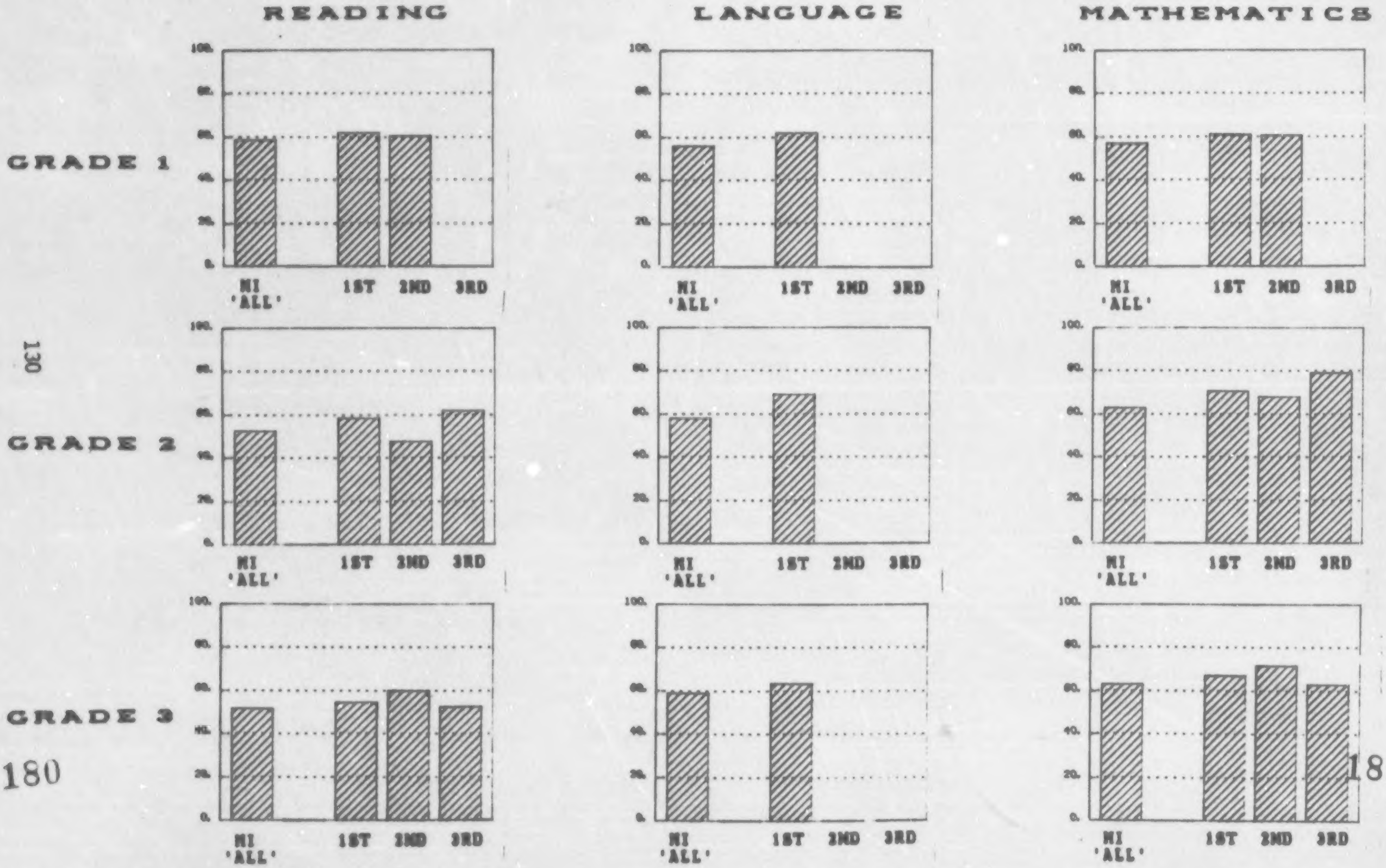
N = NUMBER OF STUDENTS

% = PERCENT OF STUDENTS SCORING AT OR ABOVE PUBLISHER'S MEDIAN

DEFINITION OF "YEARS PARTICIPATION IN AGP":
"3RD" MEANS THE STUDENTS RECEIVED AGP INSTRUCTION SINCE SEPTEMBER 30, 1980.
"2ND" MEANS THE STUDENTS RECEIVED AGP INSTRUCTION SINCE SEPTEMBER 30, 1981.
"1ST" MEANS THE STUDENTS RECEIVED AGP INSTRUCTION SINCE SEPTEMBER 30, 1982.

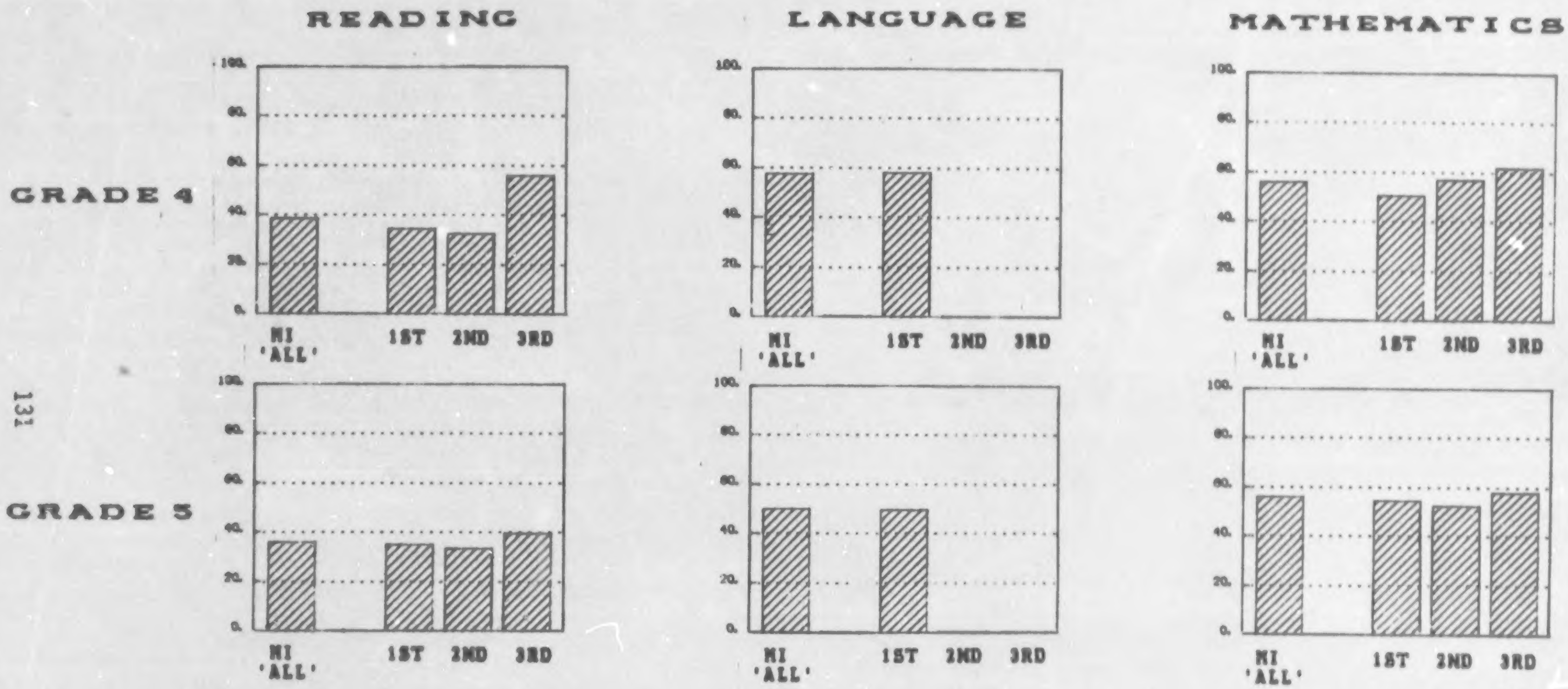
PERCENT OF STUDENTS SCORING AT OR ABOVE NORM
SPRING 1983 CTBS TEST RESULTS
ALL MI STUDENTS VS. AGP STUDENTS

BY NUMBER OF YEARS PARTICIPATION



PERCENT OF STUDENTS SCORING AT OR ABOVE NORM
SPRING 1983 CTBS TEST RESULTS
ALL MI STUDENTS VS. AGP STUDENTS

BY NUMBER OF YEARS PARTICIPATION



GRADE 6 DATA NOT AVAILABLE, YET

APPENDIX H

1979-80 AND 1982-83 CTBS TEST RESULTS
FOR GRADES 5, 7 AND 9
BY ETHNIC SUBGROUPS
FOR INDIVIDUAL SCHOOLS AND COMBINED

(NOTE: Data for this appendix are found in a separate document.)

Re - L. I.

San Diego City Schools
EVALUATION SERVICES DEPARTMENT REPORT

TESTING RESULTS FOR MINORITY ISOLATED SCHOOLS

APPENDIX H

SAN DIEGO CITY SCHOOLS

SD
CS

Spring 1983

No. 350

Prepared for:
Superintendent
August 2, 1983

PLANNING, RESEARCH AND EVALUATION DIVISION

APPENDIX H

1979-80 AND 1982-83 CTBS TEST RESULTS
FOR GRADES 5, 7 AND 9
BY ETHNIC SUBGROUPS
FOR INDIVIDUAL SCHOOLS AND COMBINED

This appendix contains by school the data from which the summary information in Part III was derived. A few words of explanation and caution are needed before a reader reviews the multitude of data contained herein.

The following pages represent copies of computer printouts which summarize the information requested by the court--test scores grouped by the ethnicity of the pupils tested.

The page which follows provides a brief explanation of the key features of the computer printouts. An understanding of this explanation page is essential before attempting to read the computer-printed pages which follow. Two points need additional clarification/emphasis. First, if the number of pupils is too small (N less than or equal to 3), or if the data might be considered a violation of rights and privacy, then the data are "masked" from the display. Second, when the number "99" appears in the "%" column, then the actual value is 100 percent (99 is a two-digit representation of 99.99 or 100 percent).

The displays which follow contain test information for Spring 1983 and for 1979-80 (before court order for an historical perspective). Caution should be exercised when attempting to compare various groups. Several factors--sample size, mobility, language fluency, socio-economic factors, etc.--may impact the degree of confidence a reader can place on the summary information--especially at the individual school level.

The primary statistic in the court order is the percent of students scoring at or above the publisher's median. The computer printouts display that statistic for each school and each ethnic subgroup of sufficient size. The printouts also contain the calculated mean scale score. This score would need to be converted to a normalized mean scale score before transforming any mean scale score value to a percentile or grade equivalent value. (Please see the memo at the end of this document --especially the last sentence-for more details).

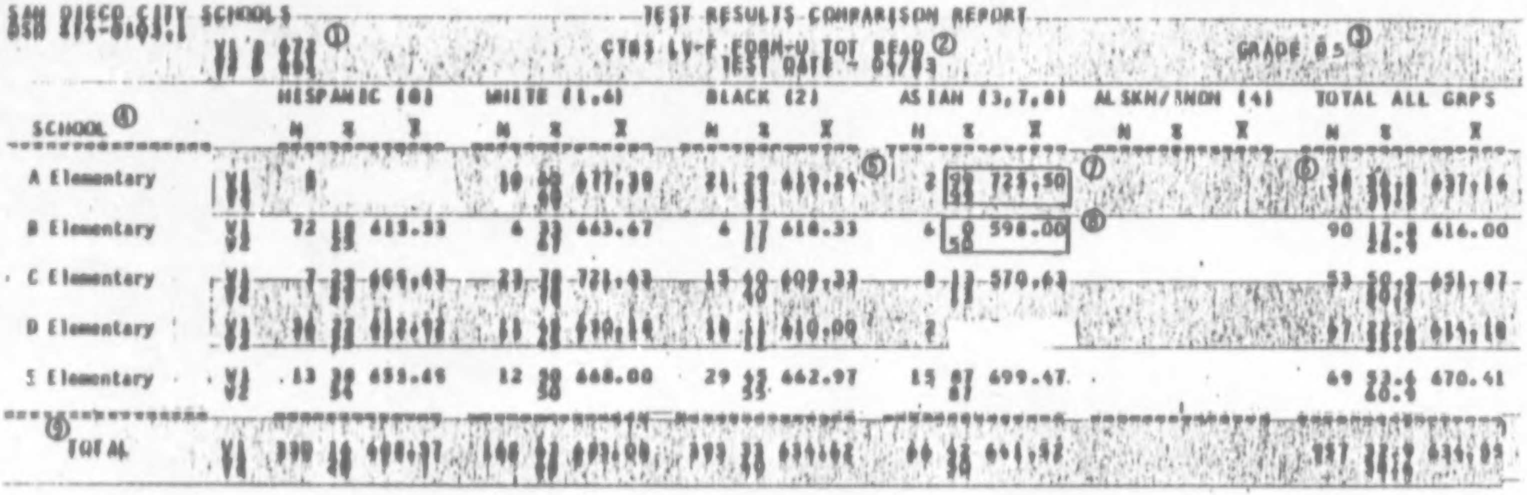
The order of the computer printouts is as follows:

Spring 1983 Results
  Grade 5 MI Schools 3
    NON-MI Schools 6
  Grade 7 MI Schools 24
    NON-MI Schools 27
  Grade 9 MI Schools 33
    NON-MI Schools 36

Spring 1980 Results, (Elementary Baseline)
  Grade 5 MI Schools 42
    NON-MI Schools 45

Fall 1979 Results (Junior High Baseline)
  Grade 8 MI Schools 63
    NON-MI Schools 66

EXPLANATION OF INFORMATION IN "TEST RESULTS COMPARISON REPORT"



```
SAN DIEGO CITY SCHOOLS ---------------------- TEST RESULTS COMPARISON REPORT ----------------------
[illegible]      V1 8 [illegible] ①      CTBS LV-F FORM-U TOT READ ②                 GRADE 05 ③
                 V2 8 [illegible]          TEST DATE - 04/83
                    HISPANIC (0)      WHITE (1,6)       BLACK (2)       ASIAN (3,7,8)   ALSKN/INDN (4)   TOTAL ALL GRPS
SCHOOL ④            N   %    X̄       N   %    X̄       N   %    X̄       N   %    X̄      N   %    X̄       N    %     X̄
A Elementary   V1   8                10  [illegible] 677.30   21  29  619.24 ⑤   2 [99 725.50] ⑦      ⑥  36 [illegible] 637.16
               V2                        [illegible]              33                [illegible]
B Elementary   V1  72  18  613.33     6  33  663.67    6  17  618.33    6 [ 0  598.00] ⑧         90  17.8  616.00
               V2      25                 67                17            [50          ]                 28.9
C Elementary   V1   7  29  669.43    23  [illegible] 721.43   15  40  699.33    8  13  570.63        53  [illegible] 651.07
               V2      [illegible]        [illegible]           40                13                     [illegible]
D Elementary   V1  [illegible]           [illegible]           10  [illegible] 610.00    2                67  [illegible] 614.10
               V2
E Elementary   V1  13  38  655.46    12  50  668.00   29  45  662.97   15  87  699.47                 69  53.6  670.41
               V2      54                 50                55                87                      60.9
⑨ TOTAL        V1 330  [illegible]  [illegible]   [illegible]   [illegible]   66  [illegible] 641.52   [illegible]
               V2
```

EXPLANATIONS

① 50th percentile scale score values
V1 = Form U value
V2 = Form S value

② Name of subtest and test date

③ Grade level

④ School name

⑤ Set of data for a subgroup (sample below)

N % X̄
21 29 619.24
33

N = Number of students
% = Top value; percent of students with scores above V1. Bottom value; percent of students with scores above V2. (Note: a score of "99" represents 100%)
X̄ = Mean scale score

⑥ Set of data for all subgroups combined. Data interpretation is the same as ⑤

⑦ Sample of data which would be "masked" because the sample size is too small to be meaningful (N≤3).

⑧ Sample of data which would be "masked" because data exposure may be a violation of rights and privacy.

⑨ "Total" values--i.e., values combined across schools.

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 704
V2 = 689

CTBS LV-G FORM-U TOT READ
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X	N	%	X	N	%	X	N	%	X	N	%	X	N	%	X
BAKER ELEM	V1 V2	9	22 33	679.56	10	70 70	750.50	25	12 24	663.04	1						45	28.9 37.8	686.40
PALEDA ELEMENTAR	V1 V2	77	10 21	643.70	5	60 60	703.00	4	25 25	671.50	5						91	13.2 22.0	648.15
CHOLLAS ELEMENTA	V1 V2	23	17 30	637.39	23	78 87	750.26	23	17 30	635.13	5	40 40	655.60				74	37.8 48.6	673.00
EMERSON ELEM	V1 V2	40	13 20	640.23	11	55 73	703.27	15	20 27	655.47							66	21.2 30.3	656.62
FREESE ELEMENTAR	V1 V2	18	17 33	665.00	10	60 80	720.10	31	32 39	674.90	21	62 71	711.33				80	40.0 51.3	687.89
FULTON ELEM	V1 V2	5			31	52 65	708.26	35	14 20	658.40	5	20 20	679.80				76	28.9 36.8	678.46
HORTON ELEMENTAR	V1 V2	15			5	40 40	683.00	43	26 40	650.07	2						65	20.0 33.8	644.35
JOHNSON ELEMENTA	V1 V2	3			20	60 70	724.70	28	36 46	686.00							51	43.1 54.9	700.14
KENNEDY ELEM	V1 V2	10	20 20	634.50				26	15 23	644.35	1						37	16.2 21.6	642.19
KNOX ELEM	V1 V2	2			7	86 86	720.71	45	18 29	655.44	5	40 40	681.40				59	28.8 39.0	667.34
LOGAN ELEMENTARY	V1 V2	47	11 19	622.66	1			9	22 22	620.00	2						59	13.6 20.3	624.05
LOWELL ELEM	V1 V2	28	21 32	653.36	8	75 88	753.88				1						37	37.8 43.2	675.38
SHERMAN ELEM	V1 V2	83	16 22	630.09	4	75 75	711.50	2			5	20 20	611.00				94	19.1 24.5	634.06
STOCKTON ELEM	V1 V2	26	15 23	632.50				33	18 24	649.48	3						62	17.7 24.2	642.24
VALENCIA PARK EL	V1 V2	3			10	99 99	749.60	40	30 30	677.50	10	50 60	685.90				63	42.9 49.2	686.94
WEBSTER ELEMENTA.	V1 V2	2			21	52 62	709.33	23	39 52	680.09							46	45.7 56.5	694.72
TOTAL	V1 V2	391	14 21	639.95	166	64 73	723.74	392	23 32	660.13	66	39 45	676.55				1005	27.7 36.4	663.47

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

V1 = 691
V2 = 675

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT LANG
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (5) N	%	X	WHITE (1,6) N	%	X	BLACK (2) N	%	X	ASIAN (3,7,8) N	%	X	ALSKN/INDN (4) N	%	X	TOTAL ALL GRPS N	%	X
BAKER ELEM	V1	9	22	672.33	10	80	721.80	25	20	669.78	1						45	37.8	683.00
	V2		61			90			60									68.9	
BALBOA ELEMENTAR	V1	77	34	670.12	5	40	693.60	4	25	670.25	5	20	667.60				91	33.0	671.27
	V2		51			60			25			20						48.4	
CHOLLAS ELEMENTA	V1	23	35	650.61	23	83	723.52	23	17	640.70	5	40	672.40				74	44.6	671.66
	V2		48			91			22			60						54.1	
EMERSON ELEM	V1	40	33	669.50	11	73	705.64	15	40	673.73							66	40.9	676.48
	V2		40			91			47									56.1	
FREESE ELEMENTAR	V1	18	20	670.83	10	80	716.00	31	39	675.90	21	67	702.10				80	48.8	686.65
	V2		56			80			45			76						60.0	
FULTON ELEM	V1	5			30	53	684.07	35	23	664.11	5						75	32.0	671.60
	V2					67			40									50.7	
HORTON ELEMENTAR	V1	15	7	640.73	5	40	672.60	43	21	649.74	2						65	18.5	649.85
	V2		13			60			35									32.3	
JOHNSON ELEMENTA	V1	3	33	680.67	20	60	704.55	28	64	694.79							51	60.8	697.78
	V2		67			70			82									76.5	
KENNEDY ELEM	V1	10	20	651.40				26	8	632.15	1						37	10.8	638.54
	V2		40						19									27.0	
KNOX ELEM	V1	2	99	716.50	7	86	716.71	45	18	658.60	5	40	687.00				59	30.5	669.86
	V2		99			99			33			40						44.1	
LOGAN ELEMENTARY	V1	47	28	661.79	1			9	22	655.22	2						59	27.1	662.31
	V2		40						33									42.4	
LOWELL ELEM	V1	28	29	662.93	8	75	708.00				1						37	37.8	672.84
	V2		43			88												51.4	
SHERMAN ELEM	V1	83	27	654.88	4	50	672.75	2			5	40	652.00				94	27.7	655.73
	V2		37			75						40						39.4	
STOCKTON ELEM	V1	25	12	636.60				32	9	638.53	3						60	10.0	638.85
	V2		24						25									26.7	
VALENCIA PARK EL	V1	3			9	99	725.56	39	44	674.69	10	80	714.20				61	55.7	686.03
	V2					99			49			30.						59.0	
WEBSTER ELEMENTA	V1	2			21	62	697.62	23	57	682.30							46	60.9	689.96
	V2					81			74									78.3	
TOTAL	V1	390	26	660.46	164	69	704.20	300	28	662.07	66	45	686.74				1000	35.9	669.90
	V2		43			81			43			62						50.3	

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

V1 = 690
V2 = 688

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT MATH
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X	N	%	X	N	%	X	N	%	X	N	%	X	N	%	X
BAKER ELEM	V1	9	67	696.33	10	90	710.30	25	48	688.28	1						45	62.2	695.33
	V2		67			90			60									64.9	
BALBOA ELEMENTAR	V1	77	49	689.12	5	80	698.50	4	25	694.50	5	99	705.60				91	52.7	690.79
	V2		53			80			25			99						56.0	
CHOLLAS ELEMENTA	V1	23	39	685.61	23	91	711.35	23	26	673.39	5	80	692.00				74	54.1	690.24
	V2		40			96			43			80						63.5	
EMERSON ELEM	V1	41	66	696.88	11	82	703.09	15	53	691.87							67	65.7	696.78
	V2		66			82			53									65.7	
FREESE ELEMENTAR	V1	18	50	691.50	10	90	712.90	32	59	693.78	21	81	710.52				81	66.7	699.98
	V2		56			90			63			86						70.4	
FULTON ELEM	V1	5	40	684.60	30	60	699.23	35	49	685.37	5	60	687.80				75	53.3	691.01
	V2		60			63			51			80						58.7	
HORTON ELEMENTAR	V1	15	40	683.13	5	80	706.20	43	40	675.37	2						65	43.1	679.45
	V2		40			80			40									43.1	
JOHNSON ELEMENTA	V1	3			20	90	713.10	28	64	694.82							51	76.5	702.84
	V2					95			71									82.4	
KENNEDY ELEM	V1	10	40	678.50				27	26	655.78	1						38	31.6	663.18
	V2		50						26									34.2	
KNOX ELEM	V1	2			7	99	713.43	45	33	675.02	5	40	689.00				59	44.1	681.64
	V2					99			40			40						49.2	
LOGAN ELEMENTARY	V1	47	26	675.89	1			9	11	661.11	2						59	23.7	674.05
	V2		30						11									28.8	
LOWELL ELEM	V1	28	39	683.57	8	88	705.38				1						37	48.6	688.38
	V2		46			88												54.1	
SHERMAN ELEM	V1	83	42	683.67	4	75	727.25	2			5	60	691.20				94	44.7	685.82
	V2		45			75						60						46.8	
STOCKTON ELEM	V1	26	42	683.15				32	38	675.78	3						61	41.0	679.28
	V2		54						41									47.5	
VALENCIA PARK EL	V1	3			10	90	715.50	40	50	686.88	10	90	708.30				63	60.3	693.87
	V2					90			53			90						61.9	
WEBSTER ELEMENTA	V1	2			21	62	699.90	23	61	688.30							46	60.9	693.83
	V2					67			61									63.0	
TOTAL	V1	392	45	685.98	165	79	707.15	383	44	681.09	66	74	699.98				1006	52.1	688.81
	V2		49			82			48			77						56.1	

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 704
V2 = 689

CTBS LV-G FORM-U TOT READ
TEST DATE - 04/83

GRADE 05

		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
SCHOOL		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
ADAMS ELEMENTARY	V1	13	46	695.46	34	62	709.35	10	30	682.70	13	23	666.38				70	47.1	695.73
	V2		54			71			40			46						58.6	
ALCOTT ELEMENTAR	V1	6	50	678.67	24	71	731.92	4			2						36	58.3	711.86
	V2		50			88												72.2	
ANDERSEN ELEMENT	V1	3			11	55	700.00				7	57	718.57				21	52.4	703.71
	V2					55						57						57.1	
ANGIER ELEMENTAR	V1	2			14	43	694.57	8	38	668.38	10	30	678.70				34	35.3	682.76
	V2					64			50			40						32.9	
AUDUBON ELEMENTA	V1	27	41	684.56	19	63	701.26	13	23	652.54	11	36	664.73	1			71	42.3	680.14
	V2		48			63			31			36						46.5	
BARNARD ELEMENTA	V1	6	17	656.67	10	40	653.50	4	50	708.00	3						23	43.5	693.61
	V2		17			60			99									60.9	
BAY PARK ELEMENT	V1	5	60	704.00	24	67	737.13				1			2			32	65.6	729.81
	V2		80			71												71.9	
BAYVIEW TERRACE	V1	8			44	68	722.75	1			2	50	699.00				55	58.2	713,25
	V2					73						50						67,3	
BIRD ROCK ELEMEN	V1	4	25	694.75	23	59	748.09				1						28	89.3	740.79
	V2		50			99												92.9	
BIRNEY ELEMENTAR	V1	6	50	687.17	38	76	727.16	2			16	6	626.88				62	53.2	696.44
	V2		50			87						19						66.1	
BOONE ELEM	V1	34	38	666.74	16	63	703.31	18	17	661.83	40	40	684.78				108	38.9	678.65
	V2		44			63			22			55						47.2	
BROOKLYN ELEMENT	V1	34	9	640.12	24	33	692.38	10	10	662.70	4						72	16.7	662.21
	V2		15			38			40									29.2	
CABRILLO ELEMENT	V1	5	20	655.80	26	73	720.50	1									32	62.5	704.84
	V2		40			77												68.8	
CADMAN ELEMENTAR	V1	11	18	647.73	17	82	737.12				1						29	55.2	701.00
	V2		36			88												65.5	
CARSON ELEMENTAR	V1	13	31	668.69	14	50	701.79	3			27	7	629.74				57	22.8	658.68
	V2		31			64						7						28.1	
CARVER ELEMENTAR	V1	9	56	675.00	10	70	708.90	1			2						22	59.1	696.59
	V2		56			80												63.6	
CENTRAL ELEMENTA	V1	23	9	644.30	9	44	691.78	11	27	672.82	7	43	671.57				50	24.0	662.94
	V2		17			56			36			43						32.0	

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SAN DIEGO CITY SCHOOLS                             TEST RESULTS COMPARISON REPORT
USD 514-0103.1
              V1 = 704                             CTBS LV-G FORM-U TOT READ                      GRADE 05
              V2 = 689                                   TEST DATE - 04/83
                     HISPANIC (0)     WHITE (1,6)      BLACK (2)       ASIAN (3,7,8)   ALSKN/INDN (4)   TOTAL ALL GRPS
   SCHOOL            N  %    X̄       N  %    X̄       N  %    X̄       N  %    X̄       N  %    X̄        N   %     X̄
 ----------------   -------------    -------------    -------------    -------------    -------------    --------------

 CHESTERTON ELEME V1  8 25 680.00    37 57 700.46     8                19 42 678.00     2                 74 41.9 688.31
                  V2    63              68                                47                                  55.4

 CLAY ELEMENTARY  V1  7 29 683.06    26 58 706.85     3                 1               1                 38 52.6 704.16
                  V2    43              73                                                                    65.8

 CLEVELAND ELEMEN V1                 19 58 705.00                       2                                 21 57.1 701.81
                  V2                    68                                                                    66.7

 CROWN POINT ELEM V1  5 40 702.80    21 43 694.29     1                 1                                 28 39.3 695.39
                  V2    80              57                                                                    60.7

 CUBBERLEY ELEMEN V1  3              10 50 701.30     1                 9 33 651.78                       23 39.1 675.91
                  V2                    60                                44                                  52.2

 CURIE ELEMENTARY V1                 38 76 735.18     3                 4 75 739.75                       45 75.6 734.60
                  V2                    82                                75                                  82.2

 DAILARD ELEMENTA V1  4 75 724.50    67 78 730.10     4 50 739.50      11 55 703.27                       86 73.3 726.85
                  V2    99              87               75               64                                  83.7

 DARNALL ELEMENTA V1  4 25 660.00     5 20 668.40     3                 4                                 16 12.5 640.00
                  V2    25              60                                                                    25.0

 DECATUR ELEMENTA V1  8 13 605.25    26 88 752.19     4 25 673.25                                         38 65.8 711.89
                  V2    13              92               50                                                   71.1

 DEWEY ELEMENTARY V1  1               7 43 661.00     3                11 64 703.45                       22 50.0 686.64
                  V2                    43                                73                                  54.5

 DOYLE ELEMENTARY V1  3              23 83 741.43     1                 6 33 683.33                       33 69.7 723.91
                  V2                    99                                67                                  87.9

 EDISON ELEMENTAR V1  8 38 664.25    16 38 672.69     4 75 716.25       6 33 666.83                       34 41.2 674.79
                  V2    38              44               75               33                                  44.1

 ENCANTO ELEMENTA V1 36 31 658.81    87 70 732.79    49 10 636.82      12 42 671.00                      184 44.6 688.73
                  V2    44              76               22               58                                  54.3

 EUCLID ELEMENTAR V1 27 26 657.78    13 54 692.38    12 25 660.67       9 33 657.33     1                 62 32.3 666.10
                  V2    37              62               25               44                                  40.3

 FARNUM ELEMENTAR V1  5 60 696.00    25 68 714.56     1                                                   31 64.5 709.00
                  V2    60              76                                                                    71.0

 FIELD ELEMENTARY V1  5 20 666.20    18 50 709.50                       3                                 26 46.2 702.85
                  V2    40              72                                                                    65.4

 FLETCHER ELEMENT V1  2              10 80 725.90     3                 4 25 675.75                       19 63.2 714.95
                  V2                    90                                50                                  78.9
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SAN DIEGO CITY SCHOOLS
DSU 514-0103.1
V1 = 704
V2 = 689

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT READ
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
FLORENCE ELEMENT	V1 V2	6			8	25 50	689.25				4	50 75	707.25	1			19	26.3 42.1	685.74
FORWARD ELEMENTA	V1 V2	2			24	75 79	728.83				3						29	69.0 72.4	718.14
FOSTER ELEMENTAR	V1 V2	4	50 50	660.50	30	70 80	712.30	19	47 58	694.74	3			1			57	59.6 68.4	702.02
FRANKLIN ELEMENT	V1 V2	8	38 50	683.75	26	69 73	724.73	2			7	43 43	637.14				43	55.8 60.5	699.53
FREMONT ELEMENTA	V1 V2	7	29 29	662.00	25	76 84	726.56	4									36	58.3 69.4	708.67
GAGE ELEMENTARY	V1 V2	8	50 88	701.00	50	86 92	736.70	2			8	75 88	732.00				68	77.9 89.7	730.38
GRANT ELEMENTARY	V1 V2	19	42 53	685.26	33	76 79	740.85	14	36 43	679.86	7	71 99	724.71				73	58.9 67.1	713.14
GREEN ELEMENTARY	V1 V2	11	9 27	641.73	28	75 82	726.18	12	33 67	675.42	6	67 83	721.83				57	52.6 68.4	698.74
HAMILTON ELEMENT	V1 V2	23	30 30	654.96	20	45 60	695.40	8	13 25	652.50	4	25 25	668.75				55	32.7 40.0	670.31
HANCOCK ELEMENTA	V1 V2	10	33 40	664.30	62	39 55	688.26	9	11 33	665.56	31	39 48	681.13				112	35.7 50.0	682.32
HARDY ELEMENTARY	V1 V2	2			18	99 99	750.44	5	20 60	692.80	1						26	80.8 88.5	731.81
HAWTHORNE ELEMEN	V1 V2	9	44 56	658.33	18	72 89	730.61	1			3						31	58.1 74.2	713.74
HEARST ELEMENTAR	V1 V2				33	82 88	739.09	2			1						36	80.6 86.1	737.83
HOLMES ELEMENTAR	V1 V2	2			33	79 85	724.33	1			7	43 57	695.29				43	67.4 76.7	714.07
JACKSON ELEMENTA	V1 V2	2			5	59 99	736.40	3			14	7 29	659.71				24	29.2 50.0	676.67
JEFFERSON ELEMEN	V1 V2	9	11 22	665.11	19	58 68	704.42	6	17 17	628.33	5	60 60	714.00				39	41.0 48.7	685.79
JERABEK ELEMENTA	V1 V2	4	75 99	725.50	34	79 88	729.82	1			2			2			43	79.1 88.4	728.88

SAN DIEGO CITY SCHOOLS
USD ST4-0103.1
V1 = 704
V2 = 689

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT READ
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
JONES ELEMENTARY	V1	7	29	683.29	19	53	707.53	2			4	50	710.50				32	50.0	703.53
	V2		29			63						99						62.5	
JUAREZ ELEMENTAR	V1				14	50	703.14				5	60	703.40				19	52.6	703.21
	V2					71						60						68.4	
LAFAYETTE ELEMEN	V1	4	75	738.75	40	58	707.95	5	40	666.00	9	67	713.22				58	58.6	707.28
	V2		99			70			40			78						70.7	
LA JOLLA ELEMENT	V1	17	12	627.29	34	85	750.65				3						54	63.0	718.19
	V2		24			88												68.5	
LEE ELEMENTARY	V1	32	31	686.88	23	65	736.87	7	14	672.57	34	79	723.26				96	55.2	710.70
	V2		53			83			43			88						71.9	
LINDA VISTA ELEM	V1	7	14	647.29	26	38	690.65	5	60	687.20	40	25	651.28	1			79	31.6	666.84
	V2		14			62			60			30						41.8	
LINDBERGH ELEMEN	V1	11	45	690.55	50	56	708.90	15	33	669.93	13	69	719.08				89	52.8	701.55
	V2		64			68			40			77						64.0	
LOMA PORTAL ELEM	V1	3			24	79	734.96				1						28	75.0	731.21
	V2					79												78.6	
LONGFELLOW ELEME	V1	4	75	728.90	37	65	718.62	9			1						51	54.9	713.14
	V2		75			84												74.5	
MAC DOWELL ELEME	V1	7	71	697.14	29	79	740.69				6	50	672.00				42	73.8	723.62
	V2		71			83						50						76.2	
MARCY ELEMENTARY	V1	2			37	70	725.76				3						42	71.4	726.93
	V2					84												83.3	
MARSHALL ELEMENT	V1	10	30	651.40	25	52	697.08	4	25	610.00	5	60	688.00				44	45.5	677.75
	V2		30			52			25			60						45.5	
MARVIN ELEMENTAR	V1	2			41	78	732.80	2									45	75.6	731.07
	V2					80												80.0	
MASON ELEMENTARY	V1	9	56	676.22	70	61	705.44	3			23	57	698.83				105	60.0	701.62
	V2		56			71						65						68.6	
HICKMAN ELEMENTA	V1	17	53	658.82	50	70	715.40	3			25	48	703.24				95	60.0	708.57
	V2		59			80						72						73.7	
MC KINLEY ELEMEN	V1	7	29	704.00	45	60	709.24	2			3						57	56.1	708.40
	V2		71			71												71.9	
MILLER ELEMENTAR	V1	9	22	665.00	81	56	696.14	20	30	655.90	29	52	696.34	1			140	48.6	687.72
	V2		22			68			40			62						59.3	

SAN DIEGO CITY SCHOOLS
DSD ST4-0103.1

V1 = 704
V2 = 689

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT READ
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
MIRAMAR RANCH	V1	4	50	705.25	55	82	730.60	1			4	50	713.75				64	76.6	726.61
	V2		50			89						75						84.4	
MONTEZUMA ELEMEN	V1	2			7	57	708.14	2			5	20	676.60				16	37.5	688.63
	V2					71						40						50.0	
ERICSON ELEMENTA	V1	10	40	653.80	120	74	727.93	3			44	70	728.61				177	71.2	725.81
	V2		60			84						84						82.5	
SANDBURG ELEMENT	V1	8	63	708.25	69	74	731.30	4	50	727.75	25	76	726.76				106	72.6	728.36
	V2		75			81			50			84						80.2	
OAK PARK ELEMENT	V1	6	17	678.83	38	71	736.53	13	31	668.77	5	20	687.20				62	53.2	712.76
	V2		50			82			38			40						66.1	
OCEAN BEACH ELEM	V1	9	11	625.00	31	58	708.13				2						42	50.0	692.00
	V2		11			61												52.4	
PACIFIC BEACH EL	V1	6			15	87	732.40										21	61.9	710.52
	V2					93												76.2	
PARADISE HILLS E	V1	25	20	665.88	27	59	720.37	15	47	697.27	59	61	710.68				126	50.8	702.27
	V2		44			78			67			75						68.3	
PENN ELEMENTARY	V1	15	20	657.53	44	68	719.98	22	27	652.86	43	53	702.95				124	50.0	694.61
	V2		40			70			32			67						58.9	
PERRY ELEMENTARY	V1	8	25	659.88	24	58	689.46	5	20	642.00	46	41	690.91				83	43.4	684.55
	V2		38			67			20			61						57.8	
ROLANDO PARK ELE	V1	5	40	654.40	15	73	731.00	12	58	711.50							32	62.5	718.00
	V2		40			80			67									68.8	
ROSS ELEMENTARY	V1	5	40	692.20	23	70	727.52	2			4	25	684.75				34	61.8	718.21
	V2		40			83						75						76.5	
ROWAN ELEMENTARY	V1	6	50	692.00	3			8	25	672.88	4	25	669.75				21	28.6	677.10
	V2		50						25			25						33.3	
SCRIPPS ELEMENTA	V1	4			5	80	741.20	4	50	690.25	1						14	50.0	695.00
	V2					80			50									57.1	
SEQUOIA ELEMENTA	V1	2			11	36	693.73	1			5	80	7[illegible].80				19	47.4	696.95
	V2					64						99						68.4	
SESSIONS ELEMENT	V1	3			39	87	733.82	1			2						45	77.8	724.51
	V2					90												82.2	
SILVER GATE ELEM	V1	6	33	668.17	41	71	721.51	22	27	657.50	4	75	718.25				73	54.8	697.66
	V2		33			78			36			75						61.6	

SAN DIEGO CITY SCHOOLS
DSU ST4-0103.1

V1 = 704
V2 = 689

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT READ
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
SPRECKELS ELEMEN	V1	17	24	680.12	49	80	732.45	2			9	78	727.22				77	66.2	718.74
	V2		41			86						78						74.0	
STEVENSON ELEMEN	V1	6	50	709.67	19	47	704.16				2						27	48.1	706.19
	V2		50			63												63.0	
SUNSET VIEW ELEM	V1	10	60	718.00	30	73	748.23	9	22	680.56							49	61.2	727.59
	V2		60			80			44									69.4	
TIERRASANTA ELEM	V1	2			48	77	730.35	4	25	673.25	10	90	755.90				64	76.6	730.59
	V2					88			75			99						89.1	
TYLER ELEMENTARY	V1	6	50	646.00	22	32	631.18	1			1						30	33.3	633.60
	V2		50			36												36.7	
TORREY PINES ELE	V1	6	33	672.00	33	88	752.21	1			1						41	78.0	738.61
	V2		33			97												85.4	
VISTA GRANDE ELE	V1	4	50	736.00	54	83	739.50	2			8	99	748.75				68	80.9	736.87
	V2		50			91						99						86.8	
WALKER ELEMENTAR	V1	4	75	714.25	87	68	716.23	5	40	717.80	35	43	702.31				131	60.3	712.51
	V2		75			77			99			66						74.8	
WASHINGTON ELEM	V1	14	14	643.43	5	60	719.40	1			1						21	23.8	655.57
	V2		21			60												33.3	
WEGEFORTH ELEMEN	V1	5	20	684.00	16	69	726.00	4	50	693.25	2						27	55.6	711.89
	V2		60			75			50									66.7	
BENCHLEY/WEINBER	V1	1			22	77	741.95	2									25	68.0	728.92
	V2					77												68.0	
WHITMAN ELEMENTA	V1	9	33	676.78	23	52	715.57	2			6	33	677.17				40	42.5	697.53
	V2		44			74						50						60.0	
WHITTIER ELEMENT	V1	5	40	651.20	15	67	727.07	1			3						24	62.5	718.75
	V2		40			87												79.2	
SCHOOL CREATIVE	V1	2			55	73	721.67	27	41	677.52	1						85	61.2	707.24
	V2					85			48									71.8	
MUIR ALTERNATIVE	V1				8	75	719.25	4			3						15	46.7	702.00
	V2					88												66.7	
TOTAL	V1	824	31	671.47	2969	68	720.31	532	29	671.50	894	49	694.41	13	46	681.92	5232	54.9	703.14
	V2		43			77			42			62			54			65.3	

SAN DIEGO CITY SCHOOLS
R&D 574-0103.1
V1 = 691
V2 = 675

TEST RESULTS COMPARISON REPORT
CTBS LV-G FORM-U TOT LANG
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
ADAMS ELEMENTARY	V1	13	23	683.23	34	50	692.82	10	20	672.80	12	58	684.75				69	42.0	686.71
	V2		69			79			60			67						72.5	
ALCOTT ELEMENTAR	V1	6	33	675.00	25	68	708.40	4			2						37	56.8	696.35
	V2		50			92												78.4	
ANDERSEN ELEMENT	V1	3			11	55	685.82				7	71	702.43				21	57.1	686.30
	V2					64						86						71.4	
ANGIER ELEMENTAR	V1	2			14	57	696.29	8	25	673.25	10	60	690.40				34	50.0	668.50
	V2					86			38			70						67.6	
AUDUBON ELEMENTA	V1	27	44	686.85	19	58	650.16	13	23	655.69	11	27	674.18	1			71	40.8	680.03
	V2		63			74			23			64						59.2	
BARNARD ELEMENTA	V1	6			10	40	673.40	4			3						23	30.4	667.09
	V2					60												47.8	
BAY PARK ELEMENT	V1	5	20	679.20	24	67	652.92				1			2			32	56.3	688.94
	V2		60			79												75.0	
BAYVIEW TERRACE	V1	8	50	673.13	43	58	659.74	1			2						54	55.6	694.35
	V2		50			81												74.1	
BIRD ROCK ELEMEN	V1	4	25	676.50	23	96	721.09				1						28	85.7	714.21
	V2		50			96												89.3	
BIRNEY ELEMENTAR	V1	6	50	663.17	38	58	693.18	2			15	27	658.20				61	47.5	680.56
	V2		67			63						47						57.4	
BOONE ELEM	V1	34	41	677.50	16	44	653.50	18	28	656.06	40	50	688.90				108	42.6	680.52
	V2		47			69			33			68						55.6	
BROOKLYN ELEMENT	V1	34	18	657.65	24	42	674.08	10	20	658.00	4	50	683.75				72	27.8	664.63
	V2		29			50			20			75						37.5	
CABRILLO ELEMENT	V1	5	40	678.60	26	69	659.19	1									32	62.5	693.09
	V2		40			88												78.1	
CADMAN ELEMENTAR	V1	11	27	661.64	17	94	724.71				1						29	65.5	698.69
	V2		45			94												72.4	
CARSON ELEMENTAR	V1	13	31	647.85	14	43	684.14	3	33	678.67	27	22	650.96				57	29.8	659.86
	V2		46			57			33			44						47.4	
CARVER ELEMENTAR	V1	9	22	667.56	10	50	689.00	1			2						22	40.9	681.73
	V2		44			60												54.5	
CENTRAL ELEMENTA	V1	23	30	675.74	9	56	691.33	11	9	669.82	7	57	693.71				50	34.0	679.76
	V2		57			67			36			57						54.0	

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SIT

SAN DIEGO CITY SCHOOLS
USD ST4-0103.1

V1 = 691
V2 = 675

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT LANG
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
CHESTERTON ELEME	V1	8	25	665.63	37	68	691.76	8	13	659.38	19	26	669.79	2			74	44.6	679.23
	V2		50			70			38			53						58.1	
CLAY ELEMENTARY	V1	7	14	655.57	26	46	687.31	3			1			1			38	42.1	681.05
	V2		29			77												65.8	
CLEVELAND ELEMEN	V1				19	58	696.11				2						21	57.1	695.14
	V2					79												76.2	
CROWN POINT ELEM	V1	5	40	671.80	20	20	667.50	1			1						27	25.9	668.96
	V2		40			35												37.0	
CUBBERLEY ELEMEN	V1	3			9	56	694.78	1			9	22	662.11				22	45.5	680.64
	V2					78						44						68.2	
CURIE ELEMENTARY	V1	1			35	77	706.09	2			4	75	724.25				42	71.4	705.29
	V2					86						75						83.3	
DAILARD ELEMENTA	V1	4	75	707.00	67	82	707.01	4	75	700.00	11	73	699.36				86	80.2	705.71
	V2		99			85			75			82						84.9	
DARNALL ELEMENTA	V1	4			5	20	676.80	3			4						16	6.3	655.56
	V2					80												37.5	
DECATUR ELEMENTA	V1	9	11	631.[illegible]	26	85	727.81	3									38	63.2	701.13
	V2		11			96												71.1	
DEWEY ELEMENTARY	V1	1			7	29	672.71	3			11	55	695.82				22	40.9	684.50
	V2					57						91						77.3	
DOYLE ELEMENTARY	V1	2			23	78	704.61	[illegible]			6	33	690.00				32	65.6	700.84
	V2					96						67						90.6	
EDISON ELEMENTAR	V1	8	38	676.25	17	41	658.24	4	75	691.75	6	33	676.33				35	42.9	669.29
	V2		38			[illegible]			75			50						48.6	
ENCANTO ELEMENTA	V1	35	29	637.74	87	61	703.84	49	6	631.45	12	33	676.33				183	38.0	673.84
	V2		43			77			19			42						52.5	
EUCLID ELEMENTAR	V1	27	26	652.74	13	38	662.15	12	8	656.08	9	56	688.78	1			62	29.0	659.63
	V2		41			38			25			67						40.3	
FARNUM ELEMENTAR	V1	5	60	700.00	25	60	700.80	1									31	58.1	698.97
	V2		60			76												71.0	
FIELD ELEMENTARY	V1	5	20	655.00	18	44	688.06				3						26	42.3	682.96
	V2		40			67												65.4	
FLETCHER ELEMENT	V1	2			10	70	654.30	4	25	677.50	4	25	676.75				20	50.0	686.70
	V2					90			50			25						65.0	

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DSD ST4-0103.1
V1 = 671
V2 = 675

TEST RESULTS COMPARISON REPORT
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TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
FLORENCE ELEMENT	V1	6	17	663.00	8	50	693.75				4	75	706.25	1			19	42.1	686.00
	V2		33			50						75						52.6	
FORWARD ELEMENTA	V1	2			24	83	705.96				3						29	75.9	702.55
	V2					92												82.8	
FOSTER ELEMENTAR	V1	4	50	655.75	30	50	690.83	19	37	675.53	3			1			57	45.6	683.49
	V2		50			73			58									54.9	
FRANKLIN ELEMENT	V1	8	13	664.75	26	65	707.73	2			7	43	645.29				43	48.8	684.58
	V2		25			85						43						62.8	
FREMONT ELEMENTA	V1	7	43	651.86	26	46	695.58	5	40	667.80							38	44.7	683.87
	V2		57			77			40									68.4	
GAGE ELEMENTARY	V1	8	63	682.50	50	82	711.34	2			8	75	707.88				68	79.4	707.32
	V2		88			94						88						92.6	
GRANT ELEMENTARY	V1	18	39	678.85	33	79	717.85	14	43	678.50	7	71	722.29				72	61.1	700.89
	V2		50			82			64			86						70.8	
GREEN ELEMENTARY	V1	11	27	661.65	28	68	699.93	12	67	677.83	6	83	716.33				57	61.4	689.58
	V2		36			82			75			99						73.7	
HAMILTON ELEMENT	V1	23	30	657.17	[illegible]	24	657.67	8			4	25	682.75				56	23.2	659.57
	V2		48			38						75						41.1	
HANCOCK ELEMENTA	V1	10	20	660.10	61	39	675.77	9	11	656.11	31	35	677.35				111	34.2	673.21
	V2		40			61			11			58						54.1	
HARDY ELEMENTARY	V1	2			18	83	717.94	5	40	686.60	1						26	73.1	708.38
	V2					94			80									88.5	
HAWTHORNE ELEMEN	V1	9	78	704.11	18	67	708.89	1			3						31	67.7	704.65
	V2		89			89												87.1	
HEARST ELEMENTAR	V1				31	77	708.52	2			1						34	76.5	707.00
	V2					87												85.3	
HOLMES ELEMENTAR	V1	2			33	76	713.36	1			7	43	694.86				43	65.1	703.91
	V2					88						71						79.1	
JACKSON ELEMENTA	V1	2			5	80	699.00	3			14	36	667.79				24	45.8	670.38
	V2					99						50						62.5	
JEFFERSON ELEMEN	V1	9	11	662.33	19	53	676.95	6			5	40	694.00				39	33.3	671.36
	V2		67			58						60						53.8	
JERABEK ELEMENTA	V1	4	75	706.75	34	71	705.79	1			2			2			43	69.8	705.02
	V2		75			88												83.7	

ST2 SAN DIEGO CITY SCHOOLS
DSD S14-0103.1

V1 = 691
V2 = 675

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT LANG
TEST DATE - 04/83

GRADE 05

STC

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			AL SKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
JONES ELEMENTARY	V1	7	14	683.29	19	47	686.11	2			4	99	712.00				32	50.0	690.22
	V2		86			74						99						81.3	
JUAREZ ELEMENTAR	V1				14	43	666.93				5	40	670.80				19	42.1	667.95
	V2					50						60						52.6	
LAFAYETTE ELEMEN	V1	4	75	707.75	40	60	689.95	5	40	656.00	9	67	703.78				58	60.3	690.40
	V2		99			85			40			89						82.8	
LA JOLLA ELEMENT	V1	17			34	85	726.00				3						54	59.3	696.31
	V2					91												68.5	
LEE ELEMENTARY	V1	32	41	686.31	23	65	703.09	7	43	685.43	34	74	70[illegible].97				96	58.3	697.23
	V2		75			78			71			88						80.2	
LINDA VISTA ELEM	V1	7	14	666.14	26	38	681.15	5	40	686.20	39	38	678.13	1			78	37.2	679.06
	V2		57			62			80			51						57.7	
LINDBERGH ELEMEN	V1	11	45	680.00	51	55	693.86	15	40	664.73	13	85	714.23				90	55.6	690.26
	V2		64			75			47			92						71.1	
LOMA PORTAL ELEM	V1	3			24	71	705.83				1						28	71.4	704.32
	V2					88												85.7	
LONGFELLOW ELEME	V1	4			37	73	702.73	9	22	664.11	1						51	66.7	698.24
	V2					89			56									84.3	
MAC DOWELL ELEME	V1	7	43	681.29	29	79	714.03				6	50	718.17				42	69.0	709.17
	V2		71			86						83						83.3	
MARCY ELEMENTARY	V1	2			37	68	700.16				2						41	65.9	698.66
	V2					84												82.9	
MARSHALL ELEMENT	V1	10	40	645.70	25	48	685.68	4	25	659.25	5	60	675.40				44	45.5	673.02
	V2		50			56			25			60						53.3	
MARVIN ELEMENTAR	V1	2			41	73	701.78	2									45	68.9	700.80
	V2					88												88.9	
MASON ELEMENTARY	V1	9	56	665.11	69	64	684.83	3			23	65	693.09				104	63.5	685.15
	V2		56			71						78						71.2	
HICKMAN ELEMENTA	V1	17	41	692.25	50	74	697.90	3			25	68	697.36				95	66.3	696.49
	V2		71			84						84						81.1	
MC KINLEY ELEMEN	V1	7	29	682.66	44	52	686.05	2			3						56	50.0	686.25
	V2		71			70												73.2	
MILLER ELEMENTAR	V1	9	22	671.44	79	52	681.30	20	30	668.25	29	72	700.38	1			138	50.7	682.28
	V2		44			62			45			90						63.8	

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SAN DIEGO CITY SCHOOLS
DSD S14-0103.1
V1 = 691
V2 = 675

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT LANG
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
MIRAMAR RANCH	V1	4	50	692.75	55	84	708.64	1			4	75	723.00				64	79.7	707.36
	V2		75			95						75						90.6	
MONTEZUMA ELEMEN	V1	2			7	57	686.14	2			5	40	685.20				16	43.8	680.69
	V2					71						80						68.8	
ERICSON ELEMENTA	V1	10	60	651.00	119	77	708.61	3			44	80	711.70				176	76.7	708.18
	V2		70			91						91						89.8	
SANDBURG ELEMENT	V1	7	57	702.29	71	70	708.79	4	50	700.75	27	78	716.93				109	70.6	710.09
	V2		71			87			75			96						88.1	
OAK PARK ELEMENT	V1	6	33	666.17	38	68	702.26	13	46	671.15	5	60	701.00				62	59.7	691.56
	V2		50			82			62			99						75.8	
OCEAN BEACH ELEM	V1	8	25	635.63	31	42	687.68				2						41	36.6	678.24
	V2		25			65												58.5	
PACIFIC BEACH EL	V1	6			15	99	704.80										21	71.4	689.81
	V2					99												76.2	
PARADISE HILLS E	V1	25	36	670.28	27	67	703.30	15	53	693.87	59	59	703.20				126	55.6	697.17
	V2		68			93			73			80						79.4	
PENN ELEMENTARY	V1	15	27	655.73	43	63	698.35	22	9	653.73	43	51	694.58				123	44.7	684.34
	V2		33			84			36			81						70.7	
PERRY ELEMENTARY	V1	8	38	672.75	24	58	679.04	5			46	63	697.52				83	55.4	686.83
	V2		50			71						83						72.3	
ROLANDO PARK ELE	V1	5	20	684.80	15	80	706.67	12	67	699.08							32	65.6	700.41
	V2		80			93			99									93.8	
ROSS ELEMENTARY	V1	5	40	685.60	23	70	700.74	2			4	50	690.25				34	64.7	699.00
	V2		40			87						75						79.4	
ROWAN ELEMENTARY	V1	6	67	694.50	3			8	25	667.25	4	50	687.25				21	42.9	681.05
	V2		99						38			50						61.9	
SCRIPPS ELEMENTA	V1	4	25	646.00	5	80	721.80	4	50	672.00	1						14	57.1	683.79
	V2		25			99			50									64.3	
SEQUOIA ELEMENTA	V1	2			11	36	666.64	1			5	80	711.20				19	52.6	678.00
	V2					55						99						68.4	
SESSIONS ELEMENT	V1	3			38	85	710.34	1			2						44	75.0	704.70
	V2					95												88.6	
SILVER GATE ELEM	V1	6	33	650.33	41	63	657.29	22	23	652.86	4	75	713.25				73	49.3	680.92
	V2		33			76			27			75						57.5	

SAN DIEGO CITY SCHOOLS
USD ST4-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 691
V2 = 675

CTBS LV-G FORM-U TOT LANG
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
SPRECKELS ELEMEN	V1	17	18	668.82	49	76	709.80	2			9	67	707.89				77	61.0	699.75
	V2		59			88						89						80.5	
STEVENSON ELEMEN	V1	6	17	677.83	19	37	686.26				2						27	33.3	684.22
	V2		33			63												55.6	
SUNSET VIEW ELEM	V1	10	60	658.10	30	77	731.20	9	44	670.00							49	67.3	713.20
	V2		60			93			56									79.6	
TIERRASANTA ELEM	V1	2			48	71	701.58	4			10	90	719.90				64	68.8	701.02
	V2					83						99						81.3	
TOLER ELEMENTARY	V1	6	33	634.67	22	14	630.60	1			1						30	16.7	630.60
	V2		33			18												20.0	
TORREY PINES ELE	V1	6	33	681.33	33	82	712.85	1			1						41	73.2	707.60
	V2		33			94												82.9	
VISTA GRANDE ELE	V1	4	75	762.56	54	83	716.02	2			8	99	713.38				68	82.4	712.34
	V2		75			94						99						91.2	
WALKER ELEMENTAR	V1	4	75	696.00	87	57	687.91	5	80	695.00	35	46	692.51				131	55.7	689.66
	V2		75			71			80			71						71.8	
WASHINGTON ELEM	V1	14	21	667.29	5	80	695.60	1			1						21	38.1	673.10
	V2		21			80												38.1	
WEGEFORTH ELEMEN	V1	5	80	650.80	15	69	703.06	4	50	689.75	2						27	66.7	697.44
	V2		80			88			75									85.2	
BENCHLEY/WEINBER	V1	1			22	55	693.27	2									25	48.0	686.28
	V2					68												60.0	
WHITMAN ELEMENTA	V1	9	11	662.00	23	43	691.70	2			6	67	700.17				40	37.5	683.73
	V2		33			70						67						57.5	
WHITTIER ELEMENT	V1	4	25	688.75	15	53	700.47	1			3						23	56.5	700.61
	V2		75			87												87.0	
SCHOOL CREATIVE	V1	2			55	64	693.58	27	30	666.81	1						85	51.8	684.38
	V2					78			52									68.2	
MUIR ALTERNATIVE	V1				8	25	675.00	3			3						14	28.6	675.93
	V2					75												64.3	
TOTAL	V1	820	33	670.29	2960	64	697.83	531	30	665.17	892	57	693.39	13	23	661.77	5216	54.4	689.33
	V2		52			79			45			74			46			70.2	

SAN DIEGO CITY SCHOOLS
USD ST4-0103.1

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT MATH
TEST DATE - 04/83

GRADE 05

V1 = 690
V2 = 680

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
ADAMS ELEMENTARY	V1	13	54	693.62	34	76	700.85	10	70	699.00	12	75	703.00				69	71.0	699.59
	V2		62			79			70			75						73.9	
ALCOTT ELEMENTAR	V1	7	43	685.71	25	84	704.00	4			2						38	68.4	696.05
	V2		43			88												71.1	
ANDERSEN ELEMENT	V1	3			10	80	704.20				7	86	705.86				20	80.0	698.75
	V2					80						86						80.0	
ANGIER ELEMENTAR	V1	2			14	50	682.36	8	38	679.50	10	40	684.70				34	44.1	682.74
	V2					71			38			40						52.9	
AUDUBON ELEMENTA	V1	27	70	701.00	19	79	704.63	13	31	679.23	11	55	687.82	1			71	63.4	695.87
	V2		78			84			31			55						67.6	
BARNARD ELEMENTA	V1	6	33	674.00	11	55	684.64	4			3						24	50.0	684.38
	V2		33			64												54.2	
BAY PARK ELEMENT	V1	5	80	700.00	25	72	701.40				1			2			33	69.7	699.88
	V2		80			72												69.7	
BAYVIEW TERRACE	V1	8	38	660.63	43	70	697.26	1			2						54	63.0	694.17
	V2		38			74												66.7	
BIRD ROCK ELEMEN	V1	4	75	653.00	23	59	717.57				1						28	96.4	713.86
	V2		75			99												96.4	
BIRNEY ELEMENTAR	V1	6	67	685.50	39	64	693.08	2			16	81	701.69				63	66.7	694.40
	V2		67			67						88						69.8	
BOONE ELEM	V1	34	44	678.21	16	63	691.94	18	33	672.44	41	56	689.85				109	49.5	683.65
	V2		44			63			39			56						50.5	
BROOKLYN ELEMENT	V1	34	38	680.55	24	50	688.58	10	40	677.50	4	75	697.75				72	44.4	683.78
	V2		38			58			40			75						47.2	
CABRILLO ELEMENT	V1	5	40	650.00	26	65	698.73	1									32	59.4	696.59
	V2		40			77												68.8	
CADMAN ELEMENTAR	V1	11	55	684.09	16	94	715.75				1						28	75.0	701.61
	V2		55			94												75.0	
CARSON ELEMENTAR	V1	13	46	675.92	13	54	650.54	3			31	58	689.00				60	56.7	687.58
	V2		46			54						61						58.3	
CARVER ELEMENTAR	V1	9	44	675.22	10	40	688.50	1			2						22	45.5	687.77
	V2		44			40												45.5	
CENTRAL ELEMENTA	V1	23	43	686.26	9	78	699.00	11	55	689.18	7	71	703.57				50	56.0	691.62
	V2		43			78			73			71						60.0	

SAN DIEGO CITY SCHOOLS
USD S14-0103.1
V1 = 650
V2 = 688

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT MATH
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (5)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
CHESTERTON ELEME	V1	8	63	694.13	37	76	696.89	8	13	677.88	19	47	694.63	2			74	59.5	693.69
	V2		63			78			13			47						60.8	
CLAY ELEMENTARY	V1	7	43	686.14	26	62	690.62	3			1			1			38	57.9	689.34
	V2		57			65												63.2	
CLEVELAND ELEMEN	V1				19	84	705.00				2						21	85.7	705.48
	V2					84												85.7	
CROWN POINT ELEM	V1	5	20	666.20	21	43	675.67	1			1						28	39.3	673.96
	V2		20			43												39.3	
CUBBERLEY ELEMEN	V1	3			9	78	699.33	1			9	67	699.11				22	63.6	695.36
	V2					89						78						72.7	
CURIE ELEMENTARY	V1	1			36	78	705.50	3			4	75	720.75				44	77.3	706.11
	V2					83						75						81.8	
DAILARD ELEMENTA	V1	4	99	721.75	67	91	712.28	4	75	702.50	11	91	714.73				86	90.7	712.58
	V2		99			91			75			91						90.7	
DARNALL ELEMENTA	V1	4			5	20	679.40	3			4	75	686.00				16	31.3	670.81
	V2					40						75						37.5	
DECATUR ELEMENTA	V1	8	13	655.75	25	84	710.68	4	25	663.25							37	62.2	694.54
	V2		13			88			25									64.9	
DEWEY ELEMENTARY	V1	1			7	43	689.43	3			11	82	702.73				22	59.1	695.68
	V2					43						82						59.1	
DOYLE ELEMENTARY	V1	3			23	87	703.96	1			6	99	714.67				33	81.8	703.21
	V2					87						99						81.8	
EDISON ELEMENTAR	V1	8	50	666.50	16	38	682.00	4	75	684.50	6	67	694.33				34	50.0	685.53
	V2		50			50			75			67						55.9	
ENCANTO ELEMENTA	V1	36	42	680.53	86	81	707.95	50	20	669.02	12	67	695.58				184	56.0	691.20
	V2		42			84			24			67						58.2	
EUCLID ELEMENTAR	V1	27	37	685.04	13	69	699.54	12	25	682.25	9	89	716.00	1			62	48.4	692.03
	V2		44			69			42			89						54.8	
FARNUM ELEMENTAR	V1	5	80	700.00	25	68	699.64	1									31	67.7	700.42
	V2		80			72												71.0	
FIELD ELEMENTARY	V1	5	20	677.40	18	56	685.06				3						26	50.0	686.42
	V2		40			56												53.8	
FLETCHER ELEMENT	V1	2			10	70	656.70	4	25	687.25	4	99	701.25				20	65.0	694.50
	V2					80			25			99						70.0	

SAN DIEGO CITY SCHOOLS
P.E.D. 315-0103.1

V1 = 690
V2 = 680

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT MATH
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
FLORENCE ELEMENT	V1	6	50	680.83	8	25	685.25				4	75	718.25	1			19	47.4	691.32
	V2		67			25						75						52.6	
FORWARD ELEMENTA	V1	2			24	83	659.96				3						29	75.9	698.97
	V2					52												82.8	
FOSTER ELEMENTAR	V1	4	50	681.00	30	63	693.27	19	53	692.00	4	52	697.75	1			58	56.9	691.66
	V2		50			67			63			75						63.8	
FRANKLIN ELEMENT	V1	7	29	685.57	26	77	704.69	2			7	57	695.00				42	61.9	697.71
	V2		29			77						57						61.9	
FREMONT ELEMENTA	V1	7	29	672.43	24	58	657.29	5	60	680.20							36	52.8	690.08
	V2		29			58			60									52.8	
GAGE ELEMENTARY	V1	8	63	651.63	50	88	711.26	2			8	88	706.50				68	83.8	707.74
	V2		63			90						88						85.3	
GRANT ELEMENTARY	V1	19	74	650.65	33	85	710.85	14	57	689.86	7	99	712.71				73	78.1	701.59
	V2		74			85			57			99						78.1	
GREEN ELEMENTARY	V1	11	64	684.55	28	75	700.32	12	33	683.08	6	99	717.00				57	66.7	695.40
	V2		64			79			42			99						70.2	
HAMILTON ELEMENT	V1	22	32	668.68	20	45	676.10	8	25	668.63	4	75	700.75				54	38.9	673.80
	V2		32			50			25			99						42.6	
HANCOCK ELEMENTA	V1	10	30	690.00	61	57	690.36	9	22	676.44	31	68	693.90				111	55.0	690.19
	V2		30			62			33			71						59.5	
HARDY ELEMENTARY	V1	2			18	99	715.28	6	67	689.83	1						27	88.9	708.22
	V2					99			67									88.9	
HAWTHORNE ELEMEN	V1	9	89	712.22	18	89	713.83	1			3						31	90.3	713.9[illegible]
	V2		89			89												90,3	
HEARST ELEMENTAR	V1				33	51	713.45	2			1						36	86.1	711.89
	V2					51												86.1	
HOLMES ELEMENTAR	V1	2			33	88	708.30	1			7	99	715.00				43	86.0	707.19
	V2					88						99						86.0	
JACKSON ELEMENTA	V1	2			5	59	700.60	3			15	67	693.47				25	72.0	689.20
	V2					99						73						76.0	
JEFFERSON ELEMEN	V1	9	44	688.00	19	47	690.00	6	50	683.50	4	99	704.25				38	52.6	690.00
	V2		56			53			50			99						57.9	
JERABEK ELEMENTA	V1	4	75	710.25	34	71	700.53	1			2			2			43	72.1	701.79
	V2		75			74												76.7	

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SAN DIEGO CITY SCHOOLS
USD 514-0103.1

V1 = 690
V2 = 688

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT MATH
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
JONES ELEMENTARY	V1	7	43	683.25	20	65	693.95	2			4	99	712.50				33	66.7	694.64
	V2		43			65						99						66.7	
JUAREZ ELEMENTAR	V1				14	57	692.36				5	80	694.80				19	63.2	693.00
	V2					64						80						68.4	
LAFAYETTE ELEMEN	V1	4	50	685.75	40	55	691.00	4	25	684.75	10	80	696.40				58	56.9	691.14
	V2		75			63			25			80						63.8	
LA JOLLA ELEMENT	V1	17	24	670.88	34	94	719.12				3						54	72.2	704.52
	V2		24			94												72.2	
LEE ELEMENTARY	V1	32	66	694.63	23	87	705.17	7	43	687.71	34	85	704.06				96	76.0	699.99
	V2		75			87			57			85						80.2	
LINDA VISTA ELEM	V1	7	29	686.25	26	69	692.38	5	60	694.80	40	65	695.65	1			79	63.3	693.95
	V2		29			69			99			73						69.6	
LINDBERGH ELEMEN	V1	11	82	690.55	49	55	693.02	16	50	684.19	13	92	712.62				89	62.9	693.99
	V2		82			63			50			92						67.4	
LOMA PORTAL ELEM	V1	3			24	71	703.25				1						28	67.9	702.54
	V2					71												67.9	
LONGFELLOW ELEME	V1	4	99	703.50	37	86	702.22	9	56	682.44	1						51	82.4	699.16
	V2		99			86			56									82.4	
MAC DOWELL ELEME	V1	7	86	702.86	29	86	711.31				6	67	713.33				42	83.3	710.19
	V2		86			86						67						83.3	
MARCY ELEMENTARY	V1	2			38	68	699.74				4	99	730.75				44	72.7	703.14
	V2					74						99						77.3	
MARSHALL ELEMENT	V1	10	20	672.10	25	56	690.36	4	25	659.25	6	67	693.17				45	46.7	683.91
	V2		30			64			25			67						53.3	
MARVIN ELEMENTAR	V1	2			41	80	702.83	2									45	82.2	702.89
	V2					83												84.4	
MASON ELEMENTARY	V1	9	56	670.44	69	78	699.07	3			23	91	703.87				104	79.8	698.09
	V2		67			78						91						80.8	
HICKMAN ELEMENTA	V1	17	76	703.74	50	72	696.98	3			25	84	700.68				95	75.8	699.01
	V2		76			80						88						81.1	
MC KINLEY ELEMEN	V1	7	43	687.57	45	62	692.67	2			3						57	61.4	692.79
	V2		57			67												65.7	
MILLER ELEMENTAR	V1	9	33	677.67	80	64	693.69	20	35	678.89	29	66	698.00	1			139	57.6	691.19
	V2		33			70			40			76						64.0	

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

V1 = 690
V2 = 688

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT MATH
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
MIRAMAR RANCH	V1	4	50	695.75	57	77	702.82	1			4	99	704.50				66	75.8	701.95
	V2		50			79						99						77.3	
MONTEZUMA ELEMEN	V1	2			7	86	698.86	2			5	99	708.60				16	81.3	700.81
	V2					86						99						81.3	
ERICSON ELEMENTA	V1	10	70	653.20	120	73	700.09	3			44	80	703.66				177	74.6	700.54
	V2		80			78						82						79.1	
SANDBURG ELEMENT	V1	8	63	651.50	71	86	708.41	4	75	702.50	27	81	710.93				110	82.7	707.58
	V2		75			87			75			85						85.5	
OAK PARK ELEMENT	V1	6	33	681.17	38	82	707.89	13	54	683.54	5	99	717.40				62	72.6	700.97
	V2		50			84			62			99						77.4	
OCEAN BEACH ELEM	V1	9	11	662.78	32	56	694.91				2						43	48.8	688.16
	V2		11			66												55.8	
PACIFIC BEACH EL	V1	6	17	680.67	15	73	701.20										21	57.1	695.33
	V2		17			73												57.1	
PARADISE HILLS E	V1	25	56	688.60	27	78	701.89	15	73	691.80	59	73	700.36				126	70.6	697.33
	V2		68			81			80			76						76.2	
PENN ELEMENTARY	V1	15	33	667.60	44	70	696.07	22	18	661.59	42	71	693.07				123	56.9	685.41
	V2		33			73			18			71						57.7	
PERRY ELEMENTARY	V1	8	50	687.62	24	67	685.04	5			46	67	693.96				83	61.4	688.82
	V2		50			71						70						65.1	
ROLANDO PARK ELE	V1	5	20	682.20	15	80	704.47	12	67	696.08							32	65.6	697.84
	V2		20			87			75									71.9	
ROSS ELEMENTARY	V1	5	60	658.20	23	91	704.43	2			7	71	705.29				37	83.8	703.43
	V2		60			91						86						86.5	
ROWAN ELEMENTARY	V1	6	99	703.50	3			8	63	689.00	4	99	713.25				21	81.0	697.62
	V2		99						63			99						81.0	
SCRIPPS ELEMENTA	V1	5	20	670.20	5	99	713.60	4	75	688.50	1						15	66.7	690.93
	V2		20			99			75									66.7	
SEQUOIA ELEMENTA	V1	2			11	55	682.64	1			5	80	696.00				19	57.9	684.79
	V2					55						80						63.2	
SESSIONS ELEMENT	V1	3			38	92	706.53	1			2						44	84.1	703.57
	V2					92												84.1	
SILVER GATE ELEM	V1	6	33	675.00	41	78	701.95	22	36	680.91	4	75	709.25				73	61.6	694.12
	V2		50			78			45			75						65.8	

SAN DIEGO CITY SCHOOLS
USD ST4-0103.1
V1 = 690
V2 = 680

TEST RESULTS COMPARISON REPORT

CTBS LV-G FORM-U TOT MATH
TEST DATE - 04/83

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
SPRECKELS ELEMEN	V1	17	53	685.25	49	88	711.16	2			9	89	711.78				77	79.2	704.97
	V2		53			88						89						79.2	
STEVENSON ELEMEN	V1	6	67	693.83	19	79	7C1.95				2						27	77.8	699.96
	V2		67			84												81.5	
SUNSET VIEW ELEM	V1	10	60	656.5C	30	83	708.73	9	33	673.11							49	69.4	699.69
	V2		60			83			44									71.4	
TIERRASANTA ELEM	V1	2			48	83	705.60	4			10	99	720.60				64	81.3	705.61
	V2					90						99						85.9	
TOLER ELEMENTARY	V1	6	50	677.33	22	32	641.91	1			1						30	36.7	652.37
	V2		50			32												36.7	
TORREY PINES ELE	V1	6	33	692.33	32	94	717.53	1			1						40	85.0	713.85
	V2		33			94												85.0	
VISTA GRANDE ELE	V1	4	75	701.25	54	89	706.63	2			8	99	720.13				68	86.8	706.47
	V2		75			94						99						91.2	
WALKER ELEMENTAR	V1	4	75	7CC.CC	87	71	697.82	5	60	695.40	35	74	698.91				131	71.8	698.08
	V2		75			75			60			77						74.8	
WASHINGTON ELEM	V1	14	43	686.21	5	60	698.60	1			1						21	47.6	688.29
	V2		50			80												57.1	
WEGEFORTH ELEMEN	V1	5	80	697.20	16	81	703.06	4	50	693.50	2						27	77.8	700.33
	V2		80			81			50									77.8	
HINCHLEY/WEINBER	V1	1			22	59	658.09	2									25	56.0	696.32
	V2					68												64.0	
WHITMAN ELEMENTA	V1	9	56	685.56	23	65	702.83	2			6	99	718.67				40	65.0	700.83
	V2		56			74						99						70.0	
WHITTIER ELEMENT	V1	5	40	682.8C	15	73	658.80	1			3						24	70.8	696.96
	V2		43			87												79.2	
SCHOOL CREATIVE	V1	1			56	63	691.55	27	37	682.67	1						85	54.1	688.67
	V2					66			37									56.5	
MATH ALTERNATIVE	V1				9	44	684.22	4	25	682.50	3						16	50.0	686.88
	V2					44			25									50.0	
TOTAL	V1	824	49	685.55	2966	74	700.12	536	42	681.43	906	75	700.94	13	46	686.15	5245	66.7	696.03
	V2		52			77			46			78			54			69.9	

SAN DIEGO CITY SCHOOLS
DSD S14-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 733
V2 = 722

CTBS LV-H FORM-U TOT READ
TEST DATE - 04/83

GRADE 07

SCHOOL		HISPANIC (G)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
MEMORIAL JUNIOR	V1	69	17	689.00	38	68	749.84	35	23	700.11	3			1			146	32.9	708.23
	V2		26			84			40									45.2	
GOMPERS SECONDAR	V1	35	[illegible]	689.00	71	92	778.13	132	24	695.93	8	75	750.00	1			247	44.9	720.38
	V2		31			93			38			75						53.8	
TOTAL	V1	104	18	689.00	109	83	768.27	167	24	696.81	11	64	735.27	2			393	40.5	715.87
	V2		28			90			38			64						50.6	

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

V1 = 707
V2 = 700

TEST RESULTS COMPARISON REPORT

CTBS LV-H FORM-U TOT LANG
TEST DATE - 04/83

GRADE 07

SCHOOL		HISPANIC (0) N	HISPANIC (0) %	HISPANIC (0) X̄	WHITE (1,6) N	WHITE (1,6) %	WHITE (1,6) X̄	BLACK (2) N	BLACK (2) %	BLACK (2) X̄	ASIAN (3,7,8) N	ASIAN (3,7,8) %	ASIAN (3,7,8) X̄	ALSKN/INDN (4) N	ALSKN/INDN (4) %	ALSKN/INDN (4) X̄	TOTAL ALL GRPS N	TOTAL ALL GRPS %	TOTAL ALL GRPS X̄
MEMORIAL JUNIOR	V1 V2	68	32 38	685.43	37	81 86	747.38	35	49 34	689.26	3			1			144	50.0 55.6	703.75
GOMPERS SECONDAR	V1 V2	34	41 36	698.12	71	92 96	752.45	131	43 50	689.66	8	88 88	749.13	1			245	58.4 64.5	711.06
TOTAL	V1 V2	102	35 42	689.79	108	88 93	750.71	166	44 31	689.58	11	82 82	736.55	2			389	55.3 61.2	708.35

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SAN DIEGO CITY SCHOOLS                                        TEST RESULTS COMPARISON REPORT
DSD ST4-0103.1
                        V1 = 713                           CTBS LV-H FORM-U TOT MATH                            GRADE 07
                        V2 = 710                                  TEST DATE - 04/83

                         HISPANIC (0)    WHITE (1,6)      BLACK (2)       ASIAN (3,7,8)   ALSKN/INDN (4)   TOTAL ALL GRPS
  SCHOOL                 N   %  | X      N   %    X      N   %    X      N   %    X      N   %    X      N    %      X
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MEMORIAL JUNIOR     V1   68 57 713.00    40 90 730.65    36 53 706.53     4 75 708.75     1                149 65.8 716.32
                    V2      65              93              58               75                                 71.1

GOMPERS SECONDAR    V1   35 63 721.03    71 99 745.80   132 48 707.55     8 99 735.13     1                247 66.8 721.49
                    V2      74              99              57               99                                 73.3

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     TOTAL          V1  103 59 715.73   111 96 740.34   168 49 707.33    12 92 726.33     2                396 66.4 719.55
                    V2      68              97              57               92                                 72.9
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SAN DIEGO CITY SCHOOLS
DSD S14-0103.1

V1 = 733
V2 = 722

TEST RESULTS COMPARISON REPORT

CTBS LV-H FORM-U TOT READ
TEST DATE - 04/83

GRADE 07

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
BELL JUNIOR HIGH	V1	87	45	725.95	208	70	752.63	94	43	721.33	104	62	741.55				573	59.2	739.89
	V2		57			79			55			74						70.2	
COLLIER JUNIOR H	V1	56	21	701.80	115	61	745.69	6	83	74[illegible].00	13	69	738.23				190	50.5	730.98
	V2		36			70			83			77						61.1	
DANA JUNIOR HIGH	V1	31	16	695.61	169	72	764.91	29	41	690.21	3			1			233	64.0	745.61
	V2		19			84			41									70.4	
EINSTEIN JUNIOR	V1	26	42	718.00	127	57	733.46	10	30	696.20	36	50	715.42	1			200	52.0	725.95
	V2		35			61			50			83						61.5	
HALE JUNIOR HIGH	V1	33	52	729.91	159	72	754.02	45	29	707.53	30	60	740.17	1			268	60.8	741.72
	V2		58			79			38			67						68.3	
LEWIS JUNIOR HIG	V1	17	53	727.82	201	78	759.05	45	33	702.78	6	83	753.33				269	68.8	747.54
	V2		59			84			38			83						74.3	
MANN JUNIOR HIGH	V1	64	36	707.21	169	59	734.83	49	16	681.96	44	30	694.09	1			327	44.0	717.35
	V2		42			70			27			36						53.8	
MARSTON JUNIOR H	V1	107	21	685.45	157	63	740.27	31	19	697.48	20	70	747.50	2			317	45.1	719.09
	V2		28			69			32			70						51.4	
MONTGOMERY JUNIO	V1	38	21	704.95	142	61	729.56	18	44	719.83	78	15	680.62				276	41.3	711.38
	V2		34			68			56			24						50.0	
MUIRLANDS JUNIOR	V1	71	21	685.86	137	87	770.96	41	29	707.20	1						250	58.8	736.33
	V2		28			92			34									64.4	
PACIFIC BEACH JU	V1	81	26	701.25	230	72	752.27	11	64	739.18	5	60	736.80	2			329	60.2	738.51
	V2		35			80			64			80						67.8	
PERSHING JUNIOR	V1	67	25	688.63	298	77	755.76	49	22	698.63	27	15	666.70	3			444	59.0	732.23
	V2		33			84			33			22						66.5	
ROOSEVELT JUNIOR	V1	70	34	709.71	165	70	747.21	15	33	698.40	30	27	694.17	1			281	54.4	729.55
	V2		44			77			47			33						62.6	
STANDLEY JUNIOR	V1	22	36	709.55	278	75	760.50	43	26	710.58	25	60	724.72	1			368	68.5	749.18
	V2		41			85			42			72						76.2	
TAFT JUNIOR HIGH	V1	19	53	726.11	132	72	749.48	18	19	724.50	26	62	747.92	1			194	63.9	744.79
	V2		63			80			44			69						73.7	
WANGENHEIM JUNIO	V1	66	52	726.56	547	71	750.21	27	52	727.00	199	56	731.04	2			841	65.2	743.20
	V2		62			80			63			61						75.5	
WILSON JUNIOR HI	V1	100	34	712.43	152	60	740.84	45	18	691.64	55	18	684.84				352	40.6	717.73
	V2		38			71			20			25						48.0	

SAN DIEGO CITY SCHOOLS
DSU 574-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 733
V2 = 722

CTBS LV-H FORM-U TOT READ
TEST DATE - 04/83

GRADE 07

		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
SCHOOL		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
KEILLER MIDDLE S	V1	43	37	704.77	84	64	741.09	142	31	705.81	13	23	708.62				284	39.0	713.56
	V2		49			78			39			54						49.6	
FARB MIDDLE SCHL	V1	34	41	719.85	320	61	736.33	36	33	704.83	86	50	726.24	1			477	55.6	730.95
	V2		59			69			42			64						65.4	
SCHOOL CREATIVE	V1	10	70	737.50	88	83	771.82	89	35	709.20	8	63	734.88	2			197	60.4	750.26
	V2		70			90			43			63						[illegible]	
MUIR ALTERNATIVE	V1	4	75	761.50	16	69	748.56	4	50	737.75	2						26	[illegible]	746.04
	V2		55			72			50									[illegible]	
TOTAL	V1	1046	33	707.55	3863	70	749.65	845	32	706.82	891	48	720.60	19	58	724.89	6664	[illegible]	733.67
	V2		37			78			41			38			63			[illegible]	

SN3

SAN DIEGO CITY SCHOOLS
DSD 574-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 707
V2 = 700

CTBS LV-H FCRM-U TOT LANG
TEST DATE - 04/83

,GRADE 07

SCHOOL		HISPANIC (8) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
BELL JUNIOR HIGH	V1	91	64	718.16	210	76	733.25	93	59	706.06	184	82	740.33				378	73.2	728.76
	V2		71			80			66			88						79.1	
COLLIER JUNIOR H	V1	55	36	689.75	112	70	716.43	6	67	710.67	13	77	721.08				186	60.2	706.68
	V2		45			73			67			77						65.1	
DANA JUNIOR HIGH	V1	31	26	671.87	168	73	738.50	27	30	677.52	3			1			230	64.3	721.31
	V2		29			80			37									67.0	
EINSTEIN JUNIOR	V1	26	46	694.23	129	68	721.94	11	36	682.36	36	61	717.25	2			200	[illegible]	714.65
	V2		35			73			36			67						[illegible]	
HALE JUNIOR HIGH	V1	33	58	712.06	158	68	723.96	45	31	690.04	30	80	731.03	1			267	62.2	717.58
	V2		56			74			40			83						61.4	
LEWIS JUNIOR HIG	V1	17	65	715.69	202	85	750.55	43	37	692.84	6	83	757.90				268	78.3	739.23
	V2		71			88			44			99						80.2	
MANN JUNIOR HIGH	V1	61	31	678.29	165	56	709.15	49	18	662.00	44	36	702.60	1			320	42.8	695.14
	V2		36			60			22			50						48.1	
MARSTON JUNIOR H	V1	105	24	673.56	156	67	717.17	31	26	685.61	20	80	735.20	2			314	49.0	700.45
	V2		33			71			35			90						56.1	
MONTGOMERY JUNIO	V1	41	46	695.07	145	63	718.97	18	61	711.78	78	37	680.42				282	[illegible]	704.37
	V2		59			66			61			46						[illegible]	
MUIRLANDS JUNIOR	V1	69	20	673.25	137	88	742.80	40	28	680.98	2						248	55.7	713.29
	V2		32			90			35									64.9	
PACIFIC BEACH JU	V1	81	28	680.48	230	70	724.81	11	55	711.55	5	80	720.80	2			329	59.3	713.33
	V2		38			78			55			80						67.6	
PERSHING JUNIOR	V1	45	28	670.85	299	77	735.42	46	35	688.88	27	19	650.96	3			440	61.1	714.20
	V2		32			81			51			22						65.1	
ROOSEVELT JUNIOR	V1	70	47	655.60	165	73	724.92	15	40	690.13	30	50	703.13	1			281	62.3	714.42
	V2		53			76			60			60						68.0	
STANDLEY JUNIOR	V1	22	45	695.05	274	78	734.05	44	45	684.77	25	68	718.68	1			366	71.9	724.62
	V2		59			83			45			72						76.9	
TAFT JUNIOR HIGH	V1	19	58	708.84	131	77	728.03	16	50	704.96	26	77	736.85	1			193	73.1	725.36
	V2		58			81			63			88						78.2	
WANGENHEIM JUNIO	V1	66	62	713.44	550	76	728.54	28	29	697.79	200	71	721.34	3			847	72.1	724.74
	V2		73			82			46			72						78.4	
WILSON JUNIOR HI	V1	93	43	698.46	150	65	716.86	43	26	673.91	54	31	687.09				340	48.8	701.72
	V2		49			71			35			44						56.5	

SAN DIEGO CITY SCHOOLS
DSD ST4-0103.1

V1 = 707
V2 = 700

TEST RESULTS COMPARISON REPORT

CTBS LV-H ELAM-U TOT LANG
TEST DATE - 04/83

GRADE 07

		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
SCHOOL		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
KEILLER MIDDLE S	V1	43	49	706.77	55	80	734.67	142	52	701.54	13	54	703.62				253	57.7	709.74
	V2		56			84			58			62						63.6	
FARB MIDDLE SCHO	V1	32	56	700.06	321	63	709.83	36	28	678.78	66	62	707.61	1			476	59.5	706.47
	V2		63			69			39			70						66.4	
SCHOOL CREATIVE	V1	10	70	764.20	85	80	741.74	88	40	686.47	8	88	727.25	2			193	61.7	714.02
	V2		70			86			43			88						65.8	
MUIR ALTERNATIVE	V1	4	50	707.00	19	47	699.47	3			2						24	41.6	691.00
	V2		75			53												54.2	
TOTAL	V1	1034	41	692.55	3853	73	727.11	835	40	690.45	842	63	715.16	21	67	711.81	6635	62.4	715.46
	V2		45			77			47			70			67			68.2	

SAN DIEGO CITY SCHOOLS
DSD ST4-0103.1

TEST RESULTS COMPARISON REPORT

CTBS LV-H FORM-U TOT MATH
TEST DATE - 04/83

GRADE 07

V1 = 713
V2 = 710

		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
SCHOOL		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
BELL JUNIOR HIGH	V1	89	74	721.09	212	83	734.05	102	59	715.25	189	85	732.15				592	78.2	728.26
	V2		79			88			62			88						82.3	
COLLIER JUNIOR H	V1	57	47	712.98	109	71	719.80	5	60	714.80	12	92	737.25				183	64.5	718.68
	V2		56			78			60			92						72.1	
DANA JUNIOR HIGH	V1	34	29	707.53	160	82	731.57	20	29	703.54	3			1			234	66.7	726.22
	V2		35			86			32									70.9	
EINSTEIN JUNIOR	V1	27	67	716.07	133	77	723.60	12	50	705.75	35	71	724.86				207	72.9	721.93
	V2		70			83			50			74						77.0	
HALE JUNIOR HIGH	V1	33	64	717.44	159	75	723.10	45	40	709.09	30	93	737.00	1			260	69.8	721.78
	V2		76			81			56			93						77.6	
LEWIS JUNIOR HIG	V1	17	53	701.18	204	80	725.61	43	42	703.98	6	99	728.38				272	72.8	720.88
	V2		59			84			47			99						76.5	
MANN JUNIOR HIGH	V1	62	38	709.00	169	79	722.17	51	33	700.18	45	74	723.84	1			329	61.3	716.55
	V2		52			82			39			82						69.9	
MARSTON JUNIOR H	V1	109	38	705.18	156	69	719.97	31	26	703.16	23	78	730.83	2			321	54.8	714.00
	V2		57			72			35			78						60.5	
MONTGOMERY JUNIO	V1	38	39	709.82	144	62	718.37	19	74	717.42	78	57	718.60				279	59.5	716.49
	V2		50			71			79			68						67.7	
MUIRLANDS JUNIOR	V1	70	45	708.96	133	89	735.26	40	48	708.58	2						245	72.7	725.40
	V2		59			91			55									75.9	
PACIFIC BEACH JU	V1	81	44	706.74	230	76	722.92	11	64	716.18	5	99	730.40	2			329	67.8	718.77
	V2		52			80			82			99						72.4	
PERSHING JUNIOR	V1	64	45	710.66	300	88	729.19	49	47	710.53	12	67	722.17	2			427	76.1	723.94
	V2		52			84			55			61						78.1	
ROOSEVELT JUNIOR	V1	75	63	714.52	163	80	724.39	14	64	710.86	36	72	726.39	1			289	73.7	721.70
	V2		72			87			71			78						81.0	
STANDLEY JUNIOR	V1	22	55	711.36	278	86	730.16	44	43	708.52	25	85	738.00	1			367	78.5	726.92
	V2		64			89			48			88						82.6	
TAFT JUNIOR HIGH	V1	19	79	721.51	136	88	727.22	16	56	712.81	28	86	720.14	1			200	84.5	725.96
	V2		84			89			56			93						86.5	
WANGENHEIM JUNIO	V1	66	70	719.95	555	79	724.28	28	46	708.71	206	83	725.38	3			858	78.2	725.72
	V2		71			83			61			87						83.6	
WILSON JUNIOR HI	V1	94	55	708.89	148	66	716.10	43	33	700.21	55	69	716.40				340	58.5	712.15
	V2		60			72			40			67						63.8	

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SAN DIEGO CITY SCHOOLS                              TEST RESULTS COMPARISON REPORT
DSU 514-0103:1
                 V1 = 713                           CTBS LV-H FORM-U TOT MATH                      GRADE 07
                 V2 = 710                                TEST DATE - 04/83
                        HISPANIC (6)      WHITE (1,6)      BLACK (2)       ASIAN (3,7,8)    ALSKN/INDN (4)   TOTAL ALL GRPS
   SCHOOL               N    %    X       N    %    X      N    %    X      N    %    X      N    %    X      N    %      X
-----------------     ---------------   ---------------  ---------------  ---------------  ---------------  -----------------
KEILLER MIDDLE S  V1    42  55 714.31    88  76 722.26   143  54 711.92    13  77 726.46                     256  60.2  715.39
                  V2        63                   79             63              77                                67.2
FARB MIDDLE SCHO  V1    35  63 713.54   329  76 722.72    36  39 707.00    86  76 722.47    1                487  72.1  720.87
                  V2        71                   83             47              81                                79.3
SCHOOL CREATIVE   V1    10  80 719.50    87  87 729.06    89  47 706.38     8  88 736.75    2                196  [illegible] 718.52
                  V2        80                   91             52              88                                72.4
MUIR ALTERNATIVE  V1     4  25 700.00    18  28 707.22     5  20 688.20     2                                 29  27.6  701.66
                  V2        25                   33             20                                                34.5
-----------------     ---------------   ---------------  ---------------  ---------------  ---------------  -----------------
   TOTAL          V1  1049  55 711.76  3886  79 725.27   856  47 708.58   899  78 726.59    18  72 717.78  6706  70.7  721.19
                  V2        61                   83             54              83              78                75.9
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SAN DIEGO CITY SCHOOLS
DSD ST4-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 745
V2 = 760

CTBS LV-J FORM-U TOT READ
TEST DATE - 04/83

GRADE 09

		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
SCHOOL		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
MEMORIAL JUNIOR	V1 V2	92	8 13	716.02	13	77 77	792.62	26	12 15	716.35	4						135	14.8 19.3	722.63
GOMPERS SECONDAR	V1 V2	6	33 33	749.00	66	89 92	804.05	33	42 46	758.70	4	75 75	805.25				109	71.6 75.2	787.02
LINCOLN SENIOR H	V1 V2	11						89	10 12	721.71	5	20 20	721.80				105	9.5 12.4	720.99
MORSE SENIOR HIG	V1 V2	15	40 47	752.13	26	42 46	756.12	110	24 26	736.05	14	43 43	756.79				165	29.7 32.7	743.77
TOTAL	V1 V2	124	12 16	721.80	105	74 79	791.27	258	20 23	732.87	27	37 37	747.30				514	30.5 34.0	742.90

SAN DIEGO CITY SCHOOLS
DSD ST4-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 724
V2 = 714

CTBS LV-J FORM-U TOT LANG
TEST DATE - 04/83

GRADE 09

SCHOOL		HISPANIC (8)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
MEMORIAL JUNIOR	V1	89	20	684.88	11	73	760.18	24	21	687.50	4						128	24.2	690.50
	V2		23			91			21									28.9	
GOMPERS SECONDAR	V1	6	50	710.83	66	91	764.26	32	41	723.00	4	99	777.00				108	75.9	749.54
	V2		50			93			63			99						83.3	
LINCOLN SENIOR H	V1	11	27	681.73				84	21	691.32	5	20	715.80				100	22.0	691.49
	V2		45						31			40						33.0	
MORSE SENIOR HIG	V1	14	21	695.71	24	50	711.29	108	26	694.91	14	50	726.71				160	31.3	700.57
	V2		29			50			37			64						40.6	
TOTAL	V1	120	21	687.03	101	81	751.23	248	26	696.40	27	44	722.22				496	37.3	706.00
	V2		26			84			37			56						45.4	

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

V1 = 730
V2 = 725

TEST RESULTS COMPARISON REPORT

CTBS LV-J FORM-U TOT MATH
TEST DATE - 04/83

GRADE 09

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
MEMORIAL JUNIOR	V1 V2	75	32 43	720.11	14	86 86	752.29	28	29 43	718.29	4	50 50	730.25				121	38.0 47.9	723.74
GOMPERS SECONDAR	V1 V2	6	83 83	737.00	67	97 99	757.40	34	82 97	738.38	4	99 99	770.25				111	91.9 97.3	750.94
LINCOLN SENIOR H	V1 V2	14	29 64	723.57				88	32 40	719.83	5	60 80	730.60				107	32.7 45.8	720.69
MORSE SENIOR HIG	V1 V2	16	25 63	724.13	25	52 72	730.96	113	42 37	724.05	15	67 60	735.60				169	44.4 41.4	726.30
TOTAL	V1 V2	111	31 50	722.20	106	85 91	750.49	263	43 55	723.88	28	68 75	738.89				508	50.0 62.6	729.82

SAN DIEGO CITY SCHOOLS
DSU 514-0103.1
V1 = 745
V2 = 760

TEST RESULTS COMPARISON REPORT
CTBS LV-J FORM-U TOT READ
TEST DATE - 04/83

GRADE 09

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
BELL JUNIOR HIGH	V1	86	32	746.21	61	57	771.88	68	31	745.38	129	33	763.93	1			345	45.0	758.81
	V2		30			60			34			37						51.0	
COLLIER JUNIOR H	V1	49	29	740.06	107	65	779.47	4			8	63	778.50				168	52.4	766.85
	V2		37			69						63						57.7	
DANA JUNIOR HIGH	V1	22	23	735.95	185	74	782.33	32	47	750.19	4	25	758.50				243	64.6	773.51
	V2		23			77			50			25						67.9	
EINSTEIN JUNIOR	V1	34	38	750.50	130	69	779.40	28	43	751.00	46	33	740.76	1	99	790.00	239	55.2	765.46
	V2		45			72			43			39			99			58.2	
HALE JUNIOR HIGH	V1	22	50	756.09	193	63	775.07	48	19	731.25	19	42	760.32	2			284	53.2	765.34
	V2		59			68			23			42						58.5	
LEWIS JUNIOR HIG	V1	14	50	781.30	216	78	792.30	60	28	737.78	5	80	782.80				295	66.8	779.49
	V2		64			81			44			80						70.5	
MANN JUNIOR HIGH	V1	36	42	749.97	155	60	770.85	53	34	745.11	57	19	722.44	2			303	45.5	754.62
	V2		42			65			36			21						48.5	
MARSTON JUNIOR H	V1	58	24	728.67	131	73	778.02	29	17	732.76	13	62	771.62				231	52.8	759.59
	V2		26			77			24			62						56.7	
MONTGOMERY JUNIO	V1	27	26	737.10	86	30	737.24	18	17	731.94	125	10	698.49	1			257	24.9	724.93
	V2		41			36			22			12						28.8	
MUIRLANDS JUNIOR	V1	59	17	718.69	227	84	797.65	32	38	749.84	9	78	814.78				327	67.0	779.19
	V2		19			86			41			78						69.1	
PACIFIC BEACH JU	V1	75	23	719.96	214	73	785.05	5	40	754.20	10	90	797.10				304	62.5	769.44
	V2		21			74			40			99						66.4	
PERSHING JUNIOR	V1	73	36	746.23	282	77	783.59	51	29	749.92	52	15	703.60	2			460	58.3	764.64
	V2		50			82			33			17						62.2	
ROOSEVELT JUNIOR	V1	61	30	743.75	144	59	772.08	17	29	739.47	31	29	741.94				253	46.2	759.37
	V2		34			64			41			35						51.8	
STANDLEY JUNIOR	V1	22	64	760.73	262	73	785.49	32	25	727.84	19	79	787.37	1			336	68.2	778.51
	V2		64			78			28			84						72.9	
TAFT JUNIOR HIGH	V1	19	42	755.79	110	53	764.20	12	25	734.08	16	44	764.19	2			159	47.8	760.66
	V2		53			60			25			56						55.3	
WILSON JUNIOR HI	V1	71	20	736.55	113	63	777.30	26	42	753.54	76	17	719.09	2			288	30.2	749.66
	V2		22			67			42			18						41.7	
MIRA-MESA JR-SR	V1	46	39	750.58	395	64	775.23	31	48	760.58	161	53	764.31	4	50	756.50	637	58.6	769.89
	V2		50			68			58			58			50			63.4	

S28

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1
V1 = 745
V2 = 760

TEST RESULTS COMPARISON REPORT
CTBS LV-J FORM-U TOT READ
TEST DATE - 05/83

GRADE 09

		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
SCHOOL		N	%	X	N	%	X	N	%	X	N	%	X	N	%	X	N	%	X
SERRA JR-SR HIGH	V1	26	54	766.84	276	62	775.04	40	33	749.88	43	53	760.40	2			385	57.9	770.30
	V2		58			66			40			53						61.8	
WRIGHT BROS CARE	V1	9	55	755.00	17	35	753.29	8						2			36	30.6	735.61
	V2		44			53												38.9	
SCHOOL CREATIVE	V1	11	45	752.91	88	73	785.16	53	40	753.57	5	40	759.40	1			158	58.9	770.88
	V2		64			81			49			60						68.4	
MUIR ALTERNATIVE	V1	5	1		136	81	792.03	14	50	749.50	1						[illegible]	72.7	780.91
	V2					86			50									81.8	
TOTAL	V1	801	32	740.88	3926	68	779.82	681	32	743.87	829	30	742.89	23	57	758.43	5730	54.7	764.86
	V2		37			73			36			41			61			59.1	

SAN DIEGO CITY SCHOOLS
DSU 575-0103.1
V1 = 720
V2 = 714

TEST RESULTS COMPARISON REPORT
CTBS LV-J FORM-U TOT LANG
TEST DATE - 04/83

GRADE 09

SCHOOL		HISPANIC (0) N	HISPANIC (0) %	HISPANIC (0) X	WHITE (1,6) N	WHITE (1,6) %	WHITE (1,6) X	BLACK (2) N	BLACK (2) %	BLACK (2) X	ASIAN (3,7,8) N	ASIAN (3,7,8) %	ASIAN (3,7,8) X	ALSKN/INDN (4) N	ALSKN/INDN (4) %	ALSKN/INDN (4) X	TOTAL ALL GRPS N	TOTAL ALL GRPS %	TOTAL ALL GRPS X
BELL JUNIOR HIGH	V1 V2	67	43 54	714.37	79	58 72	729.32	70	37 53	708.13	131	58 72	732.99	1			348	51.1 64.1	723.59
COLLIER JUNIOR H	V1 V2	49	35 55	709.10	106	67 77	738.73	4			9	67 89	736.44				168	56.0 69.6	728.93
DANA JUNIOR HIGH	V1 V2	22	23 41	704.55	179	74 82	743.26	32	28 44	702.00	4	25 50	720.50				237	63.7 72.6	733.90
EINSTEIN JUNIOR	V1 V2	30	43 70	721.77	127	69 77	738.99	22	32 59	710.32	46	54 65	719.04	2			227	56.8 71.0	729.38
HALE JUNIOR HIGH	V1 V2	22	64 68	725.00	193	67 81	737.22	48	29 48	708.23	19	53 63	723.95	2			284	59.5 72.9	730.48
LEWIS JUNIOR HIG	V1 V2	14	64 79	731.43	212	80 88	761.07	60	25 45	703.68	5	80 99	752.20				291	67.7 78.7	740.96
MANN JUNIOR HIGH	V1 V2	34	26 41	710.00	143	62 75	734.87	47	20 38	701.89	58	31 40	702.95	2			206	46.9 58.0	719.75
MARSTON JUNIOR H	V1 V2	57	23 36	694.51	130	69 83	736.38	29	21 45	687.48	13	54 69	738.62				229	50.7 68.1	720.39
MONTGOMERY JUNIO	V1 V2	29	28 52	692.86	85	46 59	718.69	18	28 39	691.67	124	23 31	681.35	1			257	31.5 42.8	695.81
MUIRLANDS JUNIOR	V1 V2	58	28 38	685.06	227	91 96	763.62	34	32 59	714.56	9	99 99	778.11				328	74.1 81.7	745.04
PACIFIC BEACH JU	V1 V2	75	35 43	698.72	214	76 85	746.07	5	40 60	700.20	10	99 99	759.70				304	65.8 74.7	734.22
PERSHING JUNIOR	V1 V2	72	33 49	706.22	203	77 86	742.09	50	34 48	710.98	52	23 29	680.10	2			459	58.8 69.1	725.84
ROOSEVELT JUNIOR	V1 V2	61	31 49	702.46	144	62 72	734.06	17	29 47	698.59	31	45 52	713.87				253	50.2 62.1	721.58
STANDLEY JUNIOR	V1 V2	22	73 73	730.32	262	77 85	749.69	32	19 41	690.59	19	84 99	761.89	1			336	71.7 80.7	743.48
TAFT JUNIOR HIGH	V1 V2	19	47 58	71[illegible].95	108	62 77	733.71	12	33 42	700.17	16	81 88	742.50	2			157	59.9 72.6	730.13
WILSON JUNIOR HI	V1 V2	71	23 38	697.28	108	61 74	732.47	27	33 59	716.96	76	22 33	698.21	2			204	38.4 52.5	712.93
MIRA-MESA JR-SR	V1 V2	45	41 53	713.02	382	63 74	733.26	32	44 53	715.03	156	59 69	730.85	3			618	55.5 69.9	730.25

SAN DIEGO CITY SCHOOLS
050 574-01803.1
V1 = 726
V2 = 714

TEST RESULTS COMPARISON REPORT
CTBS LV-J FORM-U TOT LANG
TEST DATE - 04/83

GRADE 09

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
SERRA JR-SR HIGH	V1	22	59	720.86	254	65	734.05	37	38	707.32	40	60	728.45	2			355	60.8	724.85
	V2		55			76			46			68						69.9	
WRIGHT BROS CARE	V1	11	27	705.36	17	35	698.53	8	13	671.88				2			38	26.3	693.02
	V2		36			35			13									31.6	
SCHOOL CREATIVE	V1	11	45	714.09	86	70	739.58	50	30	706.02	5	80	730.60	1			153	55.6	726.70
	V2		55			79			32			80						66.0	
MUIR ALTERNATIVE	V1	1			17	65	730.24	4	50	711.00	1						23	56.5	723.48
	V2					82			50									69.6	
TOTAL	V1	794	36	706.12	3356	70	740.25	638	31	705.95	824	47	714.02	23	52	720.70	5635	57.3	727.02
	V2		50			80			40			57			57			68.5	

SAN DIEGO CITY SCHOOLS
DSU 514-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 730
V2 = 725

CTBS LV-J FORM-U TOT MATH
TEST DATE - 04/83

GRADE 09

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
BELL JUNIOR HIGH	V1	69	57	734.74	81	81	739.14	70	56	729.41	131	80	741.82	1			352	71.0	737.33
	V2		71			86			71			88						81.0	
COLLIER JUNIOR H	V1	53	38	722.38	104	69	738.11	5			9	78	747.89				171	57.9	733.02
	V2		55			80						89						70.8	
DANA JUNIOR HIGH	V1	24	23	716.75	181	70	734.60	32	47	722.28	4	50	739.75				241	60.0	730.04
	V2		24			84			53			75						74.7	
EINSTEIN JUNIOR	V1	37	51	727.81	131	80	742.13	28	54	731.32	47	74	745.83	2			245	71.4	739.38
	V2		51			89			71			83						81.2	
HALE JUNIOR HIGH	V1	22	77	736.23	193	73	738.96	48	31	721.63	19	63	736.21	2			284	65.5	735.58
	V2		95			84			44			84						78.2	
LEWIS JUNIOR HIG	V1	14	71	735.00	221	83	744.67	59	51	723.10	5	80	745.80				299	75.9	739.98
	V2		71			90			58			99						83.4	
MANN JUNIOR HIGH	V1	39	31	728.92	155	71	738.58	52	46	724.58	58	69	740.90	2			306	63.7	735.28
	V2		62			80			56			83						73.9	
MARSTON JUNIOR H	V1	68	34	720.51	130	70	737.08	30	23	717.23	14	71	742.64				242	54.1	730.29
	V2		44			82			50			71						66.1	
MONTGOMERY JUNIO	V1	26	65	730.50	89	72	735.73	18	44	728.22	127	60	736.66	1			261	67.0	735.10
	V2		77			83			56			77						77.8	
MUIRLANDS JUNIOR	V1	61	26	715.54	225	88	750.19	32	38	723.03	9	89	769.78				327	71.3	741.61
	V2		33			95			41			89						77.7	
PACIFIC BEACH JU	V1	75	36	721.57	215	74	739.70	5	20	719.60	11	82	752.00				306	65.1	735.47
	V2		41			81			40			82						70.6	
PERSHING JUNIOR	V1	74	30	727.34	281	83	745.64	52	35	723.60	30	70	735.90	2			439	70.8	739.20
	V2		38			92			44			77						79.5	
ROOSEVELT JUNIOR	V1	64	38	722.50	144	66	734.84	17	29	719.59	37	59	733.70				262	55.7	730.68
	V2		50			76			41			73						66.8	
STANDLEY JUNIOR	V1	21	81	735.76	262	84	745.98	32	38	720.09	19	89	760.00	1			335	79.4	743.60
	V2		81			87			41			99						83.0	
TAFT JUNIOR HIGH	V1	19	42	726.26	107	64	735.33	13	38	721.62	16	75	741.13	2			157	60.5	733.74
	V2		47			82			38			88						75.2	
WILSON JUNIOR HI	V1	73	41	724.25	113	73	738.63	27	48	720.11	77	66	737.06	2			292	61.0	733.61
	V2		58			80			67			78						72.3	
MIRA-MESA JR-SR	V1	45	47	724.60	398	65	734.63	32	63	725.66	160	75	738.79	4	25	727.50	639	65.6	734.47
	V2		56			75			69			83			75			75.6	

SAN DIEGO CITY SCHOOLS
[illegible]

V1 = 730
V2 = 725

TEST RESULTS COMPARISON REPORT

CTBS LV-J FORM-U TOT MATH
TEST DATE - 04/83

GRADE 09

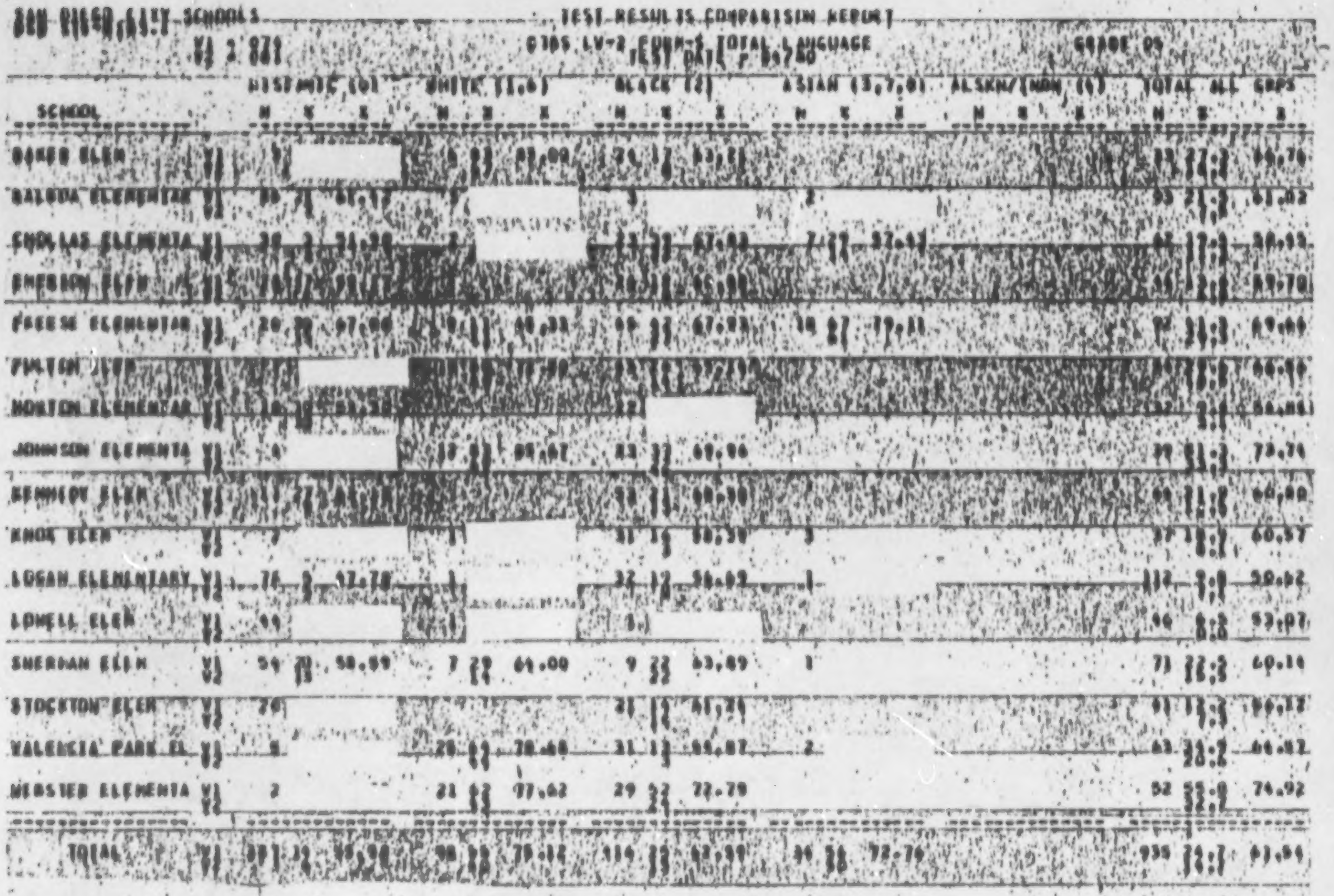
SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
SERRA JR-SR HIGH	V1	26	42	733.23	240	70	737.32	40	40	722.33	38	66	740.87	2			366	65.8	735.72
	V2		28			79			35			74						74.9	
WRIGHT BROS CARE	V1	10	50	721.80	17	59	725.35	7						2			36	61.7	720.25
	V2		60			65												50.0	
SCHOOL CREATIVE	V1	11	45	730.09	86	70	736.28	59	31	720.00	5	60	730.20	1			162	53.7	729.92
	V2		64			78			41			80						63.6	
MUIR ALTERNATIVE	V1				16	69	738.78	4	25	719.50	1						21	61.9	732.40
	V2					81			50									76.2	
TOTAL	V1	831	43	725.53	3409	75	740.37	662	41	723.45	817	72	740.25	24	46	720.75	5743	66.2	736.20
	V2		34			85			54			82			63			75.6	

SAN DIEGO CITY SCHOOLS
V1 : 033
V2 : [illegible]

TEST RESULTS COMPARISON REPORT
CTBS LV-2 FORM-S TOTAL READING
TEST DATE - 05/80

GRADE 05

SCHOOL		HISPANIC (0) N	%	X	WHITE (1,6) N	%	X	BLACK (2) N	%	X	ASIAN (3,7,8) N	%	X	ALSKN/INDN (4) N	%	X	TOTAL ALL GRPS N	%	X
BAKER ELEM	V1 V2	3			9	22 11	44.00	25	21 8	39.20							38	[illegible]	43.50
BALBOA ELEMENTAR	V1 V2	86	13 12	37.93	3			3			2						94	11.[illegible]	37.79
CHOLLAS ELEMENTA	V1 V2	26	7 [illegible]	31.27	2			21	13 [illegible]	37.17	8	13 13	37.25				64	12.[illegible] [illegible]	35.03
EMERSON ELEM	V1 V2	20						26									49	[illegible]	39.42
FREESE ELEMENTAR	V1 V2	26	20 18	42.43	9	33 33	51.00	45	33 32	46.40	10	78 50	57.70				92	31.[illegible] 25.6	48.22
FULTON ELEM	V1 V2	1			10	70 60	65.30	53	10 [illegible]	44.08							64	27.[illegible] [illegible]	45.07
HORTON ELEMENTAR	V1 V2	10	10 10	31.80				22									32	9.[illegible] [illegible]	31.27
JOHNSON ELEMENTA	V1 V2	4			12	83 83	60.25	23	38 15	47.00							39	53.[illegible] 16.[illegible]	52.31
KENNEDY ELEM	V1 V2	11						54	22 15	39.39							65	13.[illegible] 10.[illegible]	38.05
KNOX ELEM	V1 V2	2			1			31	13 3	35.65	3						37	15.[illegible] 8.[illegible]	38.00
LOGAN ELEMENTARY	V1 V2	77	3 3	26.44	1			34	13 9	31.08	1						112	8.[illegible] [illegible]	28.43
LOWELL ELEM	V1 V2	44	1 1	32.04	1			1									46	8.[illegible] [illegible]	33.54
SHERMAN ELEM	V1 V2	53	2 4	34.36	7	22 29	45.86	9	11 33	46.33	1						70	17.[illegible] 14.[illegible]	37.40
STOCKTON ELEM	V1 V2	26	2 5	30.05				22	18 9	35.45							42	11.[illegible] 7.[illegible]	32.88
VALENCIA PARK EL	V1 V2	5			27	91 78	64.52	30	13 11	36.18	2						72	38.[illegible] 36.[illegible]	46.08
WEBSTER ELEMENTA	V1 V2	2			21	57 52	53.81	30	47 40	48.77							53	43.[illegible] 43.[illegible]	50.70
TOTAL	V1 V2	380	31 6	33.[illegible]	109	63 [illegible]	57.31	432	24 15	39.60	35	60 46	51.54	1			955	21.[illegible] 17.0	39.50



SAN DIEGO CITY SCHOOLS — TEST RESULTS COMPARISON REPORT

V1 2 079
V2 2 081

CTBS LV-2 FORM-S TOTAL LANGUAGE — GRADE 05

TEST DATE 5/80

SCHOOL		HISPANIC (0) N	%	X	WHITE (1,6) N	%	X	BLACK (2) N	%	X	ASIAN (3,7,8) N	%	X	ALSKN/INDN (4) N	%	X	TOTAL ALL GRPS N	%	X
BAKER ELEM	V1 V2	[illegible]			8	23	82.00	24	17	83.81							33	27:3	84.70
BALBOA ELEMENTAR	V1 V2	80	71	61.17	7			3			2						95	21:3	61.02
CHOLLAS ELEMENTA	V1 V2	30	3	74.30	2			23	33	67.83	7	27	37.47				62	17:3	70.93
EMERSON ELEM	V1 V2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	65.00							[illegible]	[illegible]	89.70
FREESE ELEMENTAR	V1 V2	20	20	67.00	[illegible]	11	60.33	99	33	67.83	18	27	79.11				[illegible]	24:3	69.00
FULTON ELEM	V1 V2	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]							[illegible]	[illegible]	66.97
HORTON ELEMENTAR	V1 V2	10	[illegible]	61.58	[illegible]	[illegible]	[illegible]	32									32	[illegible]	56.06
JOHNSON ELEMENTA	V1 V2	4			17	21	89.67	83	33	69.96							99	31:3	73.79
KENNEDY ELEM	V1 V2	[illegible]	27	[illegible]	[illegible]	[illegible]	[illegible]	33	11	60.30							99	21:8	60.00
KNOX ELEM	V1 V2	7			1			31	15	60.39	3						37	18:2	60.57
LOGAN ELEMENTARY	V1 V2	76	9	47.78	1			32	12	56.02	1						112	9:0	50.62
LOWELL ELEM	V1 V2	44			1			3									46	8:3	53.07
SHERMAN ELEM	V1 V2	54	20 13	58.99	7	29 14	64.00	9	22 22	63.89	1						71	22:5 16:5	60.14
STOCKTON ELEM	V1 V2	70						21	12	61.24				3			91	13:3	56.12
VALENCIA PARK EL	V1 V2	5			28	[illegible]	78.40	31	13	65.87	2						63	33:3 20:6	66.82
WEBSTER ELEMENTA	V1 V2	2			21	63 33	77.62	29	52 21	72.79							52	55:0 32:2	74.92
TOTAL	V1 V2	371	12	55.94	98	33	75.12	314	33	62.99	36	36	72.79				935	24:7 16:1	63.64

SAN DIEGO CITY SCHOOLS
[illegible]

V1 = C63
V2 = C65

TEST RESULTS COMPARISON REPORT

CTBS LV-2 FORM-S TOTAL MATHEMATICS
TEST DATE - 04/80

GRADE C5

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X	N	%	X	N	%	X	N	%	X	N	%	X	N	%	X
BAKER ELEM	V1	3			6	99	78.50	22	18	52.09							31	35.5	57.29
	V2					99			14									29.0	
BALBOA ELEMENTAR	V1	84	42	54.50	3			3			2						92	39.1	54.27
	V2		35															32.6	
CHOLLAS ELEMENTA	V1	25	20	53.97	2			[illegible]	33	57.46	8	50	59.63				63	31.7	55.62
	V2		24						29			50						28.6	
EMERSON ELEM	V1	18	39	55.11				26	23	49.15							44	29.5	51.59
	V2		33						23									27.3	
FREESE ELEMENTAR	V1	20	50	62.35	9	44	62.78	45	42	58.22	18	83	69.94				92	53.3	61.06
	V2		50			44			38			78						48.9	
FULTON ELEM	V1	1			10	50	61.90	42	24	54.02							53	28.3	55.39
	V2					50			19									24.5	
HORTON ELEMENTAR	V1	10	20	51.30				22	14	42.82							32	18.8	45.47
	V2		20						9									12.5	
JOHNSON ELEMENTA	V1	4	25	49.25	12	92	78.25	25	36	57.92							41	51.2	63.02
	V2		25			92			28									46.3	
KENNEDY ELEM	V1	11	36	55.73				49	22	48.81							60	25.0	49.92
	V2		36						16									20.0	
KNOX ELEM	V1	7			1			30	20	47.60	3						38	25.0	50.58
	V2								17									19.4	
LOGAN ELEMENTARY	V1	45	20	47.71				30	13	42.13	1						76	18.4	45.91
	V2		18						13									17.1	
LOWELL ELEM	V1	43	19	48.49	1			1									45	17.8	48.70
	V2		16															15.6	
SHERMAN ELEM	V1	53	30	51.91	7	13	51.71	8	25	55.25	1						69	31.9	54.93
	V2		32			43			25									33.3	
STOCKTON ELEM	V1	20	10	41.95				19	26	47.84							39	17.9	46.36
	V2		10						26									17.9	
VALENCIA PARK EL	V1	5	20	51.00	20	85	75.09	34	21	51.57	8						67	41.8	57.79
	V2		20			77			24									44.8	
WEBSTER ELEMENTA	V1	2			21	62	66.14	30	57	65.30							53	58.5	65.67
	V2					62			50									54.7	
TOTAL	V1	350	31	52.60	98	66	67.73	410	27	51.05	35	71	67.43				893	31.1	
	V2		27			64			24			66						31.1	

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

V1 = 052
V2 = 057

TEST RESULTS COMPARISON REPORT

CTBS LV-2 FORM-S TOTAL READING
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
ADAMS ELEMENTARY	V1 V2	8	63 63	58.00	41	88 78	63.20	5	20 20	47.00	8	63 63	58.88				62	75.8 69.4	60.66
ALCOTT ELEMENTAR	V1 V2	7	86 71	60.00	37	78 73	63.43				2						46	80.4 73.9	62.91
ANDERSEN ELEMENT	V1 V2	6	50 50	54.67	22	73 64	59.95				8	63 63	51.75				36	66.7 61.1	57.25
ANGIER ELEMENTAR	V1 V2	3			35	34 37	52.40	10	30 30	44.10	9	33 11	39.56				57	45.6 31.6	48.46
AUDUBON ELEMENTA	V1 V2	20	25 25	42.85	18	44 39	51.67	22	18 18	38.32	9	44 33	51.00				69	30.4 27.5	44.77
BARNARD ELEMENTA	V1 V2	5	40 40	43.20	36	64 50	55.78	2			3						46	56.5 45.7	53.11
BAY PARK ELEMENT	V1 V2	5	20 20	36.00	42	79 64	61.19	1			1			2			51	70.6 58.8	58.41
BAYVIEW TERRACE	V1 V2	8	63 50	57.13	38	79 68	59.82	4	50 50	43.25	3						53	75.5 64.2	58.32
BEALE ELEMENTARY	V1 V2	1			14	64 64	55.50	2			11	9 9	26.09	1			29	37.9 37.9	42.34
BIRD ROCK ELEMEN	V1 V2	1			25	96 96	73.36	1									27	96.3 96.3	72.70
BIRNEY ELEMENTAR	V1 V2	16	44 31	47.81	34	74 62	59.65	1									51	64.7 51.0	55.78
BOWIE ELEM	V1 V2	20	40 30	46.25	20	50 45	47.10	21	33 29	46.14	19	68 63	57.32				80	47.5 41.3	49.06
BROOKLYN ELEMENT	V1 V2	22	32 23	45.05	32	63 50	52.56	4			3						61	47.5 36.1	48.97
CABRILLO ELEMENT	V1 V2				30	70 57	58.80	2									32	65.6 53.1	57.25
CADMAN ELEMENTAR	V1 V2	12	17 8	33.67	37	86 81	64.92	1			1			1			52	69.2 63.5	57.54
CARSON ELEMENTAR	V1 V2	14	43 36	46.71	31	65 61	57.06	8	50 38	51.25	6	33 33	55.50				59	54.2 49.2	53.66
CARVER ELEMENTAR	V1 V2	5	60 60	53.20	21	81 62	61.14	2			3			1			32	75.0 56.3	58.69

SAN DIEGO CITY SCHOOLS
DSD ST4-0103.1
V1 = 357
V2 = 051

TEST RESULTS COMPARISON REPORT
CTBS LV-2 FORM-S TOTAL READING
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
CENTRAL ELEMENTA	V1	23	13	31.04	17	35	45.00	11	36	36.73	5						56	23.2	36.29
	V2		4			24			18									14.3	
CHESTERTON ELEME	V1	5	40	48.20	42	71	56.10	4	50	46.25	9	44	43.67				60	63.3	52.92
	V2		40			55			50			44						51.7	
CLAY ELEMENTARY	V1	3			26	73	60.77				1						30	70.0	58.80
	V2					62												56.7	
CLEVELAND ELEMEN	V1	1			34	53	54.47				2			1			38	55.3	55.08
	V2					41												47.4	
CROWN POINT ELEM	V1	7	14	38.00	26	69	57.42										33	57.6	53.30
	V2		14			62												51.5	
CUBBERLEY ELEMEN	V1	2			16	88	64.00	2			5	60	52.40	1			26	76.9	60.35
	V2					75						40						61.5	
CURIE ELEMENTARY	V1	4	75	60.50	67	81	64.51	2			8	75	61.75				81	80.2	63.47
	V2		50			81						63						75.3	
DAILARD ELEMENTA	V1	3			80	83	63.04	4	25	47.25	3						90	81.1	62.67
	V2					73			25									72.2	
DARNALL ELEMENTA	V1	8	63	53.25	13	46	52.62	2			2						25	44.0	48.96
	V2		63			31												36.0	
DECATUR ELEMENTA	V1	2			41	88	67.24	3			3						49	83.7	64.88
	V2					76												73.5	
DEWEY ELEMENTARY	V1	4	50	50.75	9	56	59.78	2			8	75	54.63				23	56.5	53.91
	V2		50			56						38						43.5	
DOYLE ELEMENTARY	V1	2			27	81	64.44										29	79.3	64.07
	V2					81												79.3	
EDISON ELEMENTAR	V1	8	13	37.25	15	40	54.27	3			1			1			28	32.1	45.64
	V2		13			47												32.1	
ENCANTO ELEMENTA	V1	24	17	35.13	79	80	65.42	38	37	44.47	3						144	57.6	54.67
	V2		13			72			26									50.0	
EUCLID ELEMENTAR	V1	10	50	48.20	29	55	52.66	11	45	46.36	3						53	50.9	50.36
	V2		40			45			36									41.5	
FARNUM ELEMENTAR	V1	2			31	55	54.32	1									34	52.9	53.35
	V2					39												38.2	

SAN DIEGO CITY SCHOOLS
PSD 514-0103.1

V1 = 052
V2 = 051

TEST RESULTS COMPARISON REPORT

CTBS LV-2 FORM-S TOTAL READING
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
FIELD ELEMENTARY	V1				25	68	57.68	1			2						28	71.4	58.89
	V2					60												64.3	
FLETCHER ELEMENT	V1	2			9	89	66.44	4	50	51.50	1						16	75.0	60.38
	V2					89			25									62.5	
FLORENCE ELEMENT	V1				17	88	62.35										17	88.2	62.35
	V2					71												70.6	
FORWARD ELEMENTA	V1	2			39	74	61.21	2			2			1			46	73.9	61.09
	V2					69												67.4	
FOSTER ELEMENTAR	V1	10	60	55.00	40	80	59.00	6	17	37.67	3			2			61	70.5	56.30
	V2		50			68			17									55.7	
FRANKLIN ELEMENT	V1	5			30	60	57.20	1			1			1			38	57.9	56.29
	V2					60												52.6	
FREMONT ELEMENTA	V1	9	56	52.11	21	81	61.81	10	20	44.10							40	60.0	55.20
	V2		33			67			20									47.5	
GAGE ELEMENTARY	V1	4	00	61.25	97	87	67.11	5	60	61.60	6	00	63.33	4	75	57.25	116	86.2	66.14
	V2		75			76			60			50			75			75.9	
GRANT ELEMENTARY	V1	5	80	54.80	66	86	64.55	5	80	60.00	3			1			80	85.0	63.79
	V2		60			80			80									78.8	
GREEN ELEMENTARY	V1	1			50	96	70.64	18	56	53.78	1			1			71	85.9	66.27
	V2					94			50									83.1	
HAMILTON ELEMENT	V1	16	38	47.31	37	59	54.00	4	50	52.00	3						60	53.3	52.18
	V2		31			51			50									45.0	
HANCOCK ELEMENTA	V1	11	27	47.27	85	54	53.52	9	22	39.67	19	53	45.89	2			126	47.6	50.76
	V2		27			42			22			32						38.1	
HARDY ELEMENTARY	V1	4	75	54.75	34	82	68.03	6	33	42.00	3						47	76.6	63.45
	V2		50			79			33									72.3	
HAWTHORNE ELEMEN	V1	5	60	56.60	21	76	60.52				2			1			29	69.0	57.34
	V2		60			76												65.5	
HEARST ELEMENTAR	V1	1			56	88	69.20	5	20	53.40	3						65	83.1	67.91
	V2					80			20									75.4	
HOLMES ELEMENTAR	V1	4	75	58.75	55	80	61.71	1			1						61	80.3	61.80
	V2		50			69												68.9	
JACKSON ELEMENTA	V1	6	83	57.67	21	90	63.19	7	43	44.71	2						36	80.6	59.36
	V2		67			76			43									69.4	

SAN DIEGO CITY SCHOOLS
05D 574-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 032
V2 = 037

CTBS LV-2 FORM-S TOTAL READING
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
JEFFERSON ELEMEN	V1 V2	16	31 19	43.94	34	68 65	57.47	1			3						54	53.7 46.3	52.06
JERABEK ELEMENTA	V1 V2	4	50 25	54.00	32	94 94	66.75	1			2						39	89.7 87.2	65.90
JONES ELEMENTARY	V1 V2	3			54	81 69	63.39	2			6	67 50	59.83	1			66	75.8 63.6	61.80
JUAREZ ELEMENTAR	V1 V2	5	80 80	59.80	20	40 35	47.45	3			5	80 80	59.20				33	54.5 51.5	51.55
LAFAYETTE ELEMEN	V1 V2	2			43	79 63	60.49	4	75 50	53.50	4	75 50	52.25				53	77.4 60.4	58.89
LA JOLLA ELEMENT	V1 V2	7	43 43	52.14	65	89 83	67.45				1						73	84.9 79.5	66.19
LEE ELEMENTARY	V1 V2	35	37 23	45.71	36	64 50	56.28	20	55 50	50.60	19	68 63	59.53				110	54.5 43.6	52.45
LINDA VISTA ELEM	V1 V2	20	20 15	44.65	31	58 45	52.29	11	27 27	43.91	8	13 13	32.88	1			71	36.6 29.6	46.37
LINDBERGH ELEMEN	V1 V2	12	50 33	54.08	80	73 63	58.40	26	34 31	47.08	7	71 57	58.71				133	66.9 54.9	55.97
LOMA PORTAL ELEM	V1 V2	1			40	93 83	67.58	2			3						46	87.0 78.3	66.28
LONGFELLOW ELEME	V1 V2	14	79 57	56.93	40	88 80	67.98	6	33 33	46.50	1			2			63	81.0 71.4	63.17
MAC DOWELL ELEME	V1 V2	5			54	83 80	64.44	2			1						62	79.0 72.6	62.34
MARCY ELEMENTARY	V1 V2	6	83 67	60.83	58	86 78	64.86				2			1			67	85.1 77.6	64.85
MARSHALL ELEMENT	V1 V2	6	33 17	45.50	16	63 56	56.69	9	44 33	47.33	4	99 99	71.50				35	57.1 48.6	54.06
MARVIN ELEMENTAR	V1 V2	6	67 17	54.17	94	91 81	67.35	3			1						104	90.4 82.7	66.66
MASON ELEMENTARY	V1 V2	15	47 40	51.67	77	78 64	59.39	3			15	93 73	61.80				110	74.5 60.0	58.18
MICKMAN ELEMENTA	V1 V2	8	75 50	56.00	47	60 43	52.26	3			10	70 60	56.60				68	61.8 45.6	53.28

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

V1 = 452
V2 = 351

TEST RESULTS COMPARISCN REPORT

CTBS LV-2 FORM-S TOTAL READING
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0) N	HISPANIC (0) %	HISPANIC (0) X̄	WHITE (1,6) N	WHITE (1,6) %	WHITE (1,6) X̄	BLACK (2) N	BLACK (2) %	BLACK (2) X̄	ASIAN (3,7,8) N	ASIAN (3,7,8) %	ASIAN (3,7,8) X̄	ALSKN/INDN (4) N	ALSKN/INDN (4) %	ALSKN/INDN (4) X̄	TOTAL ALL GRPS N	TOTAL ALL GRPS %	TOTAL ALL GRPS X̄
MC KINLEY ELEMEN	V1 V2	10	60 30	52.30	55	62 58	59.58	2			1						68	66.2 32.9	57.53
MILLER ELEMENTAR	V1 V2	9	78 67	62.11	103	63 40	55.50	23	39 17	44.78	29	41 28	48.76				164	56.7 41.5	53.16
MIRAMAR RANCH	V1 V2	4	75 75	65.50	61	93 85	67.77				2						67	91.0 83.6	67.48
MONTEZUMA ELEMEN	V1 V2	3			12	75 75	61.00	3									18	66.7 66.7	59.83
ERICSON ELEMENTA	V1 V2	14	79 71	63.00	145	81 74	63.41	8	75 63	58.13	25	80 68	61.12				192	80.2 72.4	62.86
SANDBURG ELEMENT	V1 V2	13	62 54	54.85	79	84 73	62.68	3			24	75 58	58.13	1			120	79.2 68.3	60.98
OAK PARK ELEMENT	V1 V2	9	56 33	51.00	46	63 50	56.09	25	20 8	39.88	3						83	42.2 36.1	50.66
OCEAN BEACH ELEM	V1 V2	3			41	83 71	61.63	1			2						47	78.7 68.1	60.55
PACIFIC BEACH EL	V1 V2	1			37	70 68	60.22				1						39	66.7 64.1	58.56
PARADISE HILLS E	V1 V2	17	35 24	47.41	28	54 34	53.82	22	45 32	48.23	58	71 62	57.29				125	57.6 36.8	53.58
PENN ELEMENTARY	V1 V2	11	45 27	54.73	33	73 55	55.39	16	25 19	44.25	33	82 70	61.12				93	64.5 50.5	54.48
PERRY ELEMENTARY	V1 V2	3			18	44 44	52.33	4	25 25	31.50	18	67 50	57.50				43	53.5 44.2	52.93
ROLANDO PARK ELE	V1 V2	10	80 40	65.00	27	81 74	64.63	14	36 29	52.00	2						53	71.7 62.3	60.92
ROSS ELEMENTARY	V1 V2	6	33 33	49.00	25	60 52	56.44				2						33	57.6 51.5	55.55
ROWAN ELEMENTARY	V1 V2	9	44 33	47.33	9	67 44	51.89	6	50 33	46.83	1			1			26	57.7 42.3	49.96
SCRIPPS ELEMENTA	V1 V2	2			25	88 88	66.84										27	85.2 85.2	66.56
SEQUOIA ELEMENTA	V1 V2	10	70 10	45.50	15	87 67	61.53				1						26	61.5 46.2	59.65

SAN DIEGO CITY SCHOOLS
OSD 514-0103.1
V1 = 052
V2 = 057

TEST RESULTS COMPARISON REPORT
CTBS LV-2 FORM-S TOTAL READING
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
SESSIONS ELEMENT	V1	5	40	51.00	62	76	62.39	1			2			1			71	74.6	61.69
	V2		40			68												66.2	
SILVER GATE ELEM	V1				77	77	61.43	29	41	45.31	2						108	67.6	57.36
	V2					69			31									59.3	
SPRECKELS ELEMEN	V1	3			59	78	62.54				2						64	78.1	62.02
	V2					71												70.3	
STEVENSON ELEMEN	V1	7	14	39.57	24	54	53.08				1						32	43.8	48.04
	V2		14			46												37.5	
SUNSET VIEW ELEM	V1				49	92	66.84	5	60	57.00	1						55	89.1	66.16
	V2					88			60									78.2	
TIERRASANTA ELEM	V1	4	75	71.00	89	83	63.33	2			8	75	58.50				103	83.5	62.88
	V2		75			74						75						73.8	
TOLER ELEMENTARY	V1				36	83	66.50				1						37	83.8	66.11
	V2					75												73.0	
TORREY PINES ELE	V1	4	50	45.50	49	86	68.90	4	50	58.50	1						58	81.0	66.72
	V2		25			84			50									77.6	
VISTA GRANDE ELE	V1	2			45	80	61.71	3			3						53	78.5	60.50
	V2					67												66.2	
WALKER ELEMENTAR	V1	8	88	62.75	104	78	58.60	9	33	43.89	21	76	60.10	1			143	74.8	57.91
	V2		88			58			22			67						58.0	
WASHINGTON ELEM	V1	10	20	35.10	8	25	46.50							1			19	26.3	41.00
	V2		10			25												15.8	
WEGEFORTH ELEMEN	V1	3			29	55	52.17	1			3						36	52.8	49.92
	V2					48												47.2	
BENCHLEY/WEINBER	V1				36	97	70.50	2			2						40	95.0	69.55
	V2					89												87.5	
WHITMAN ELEMENTA	V1	8	75	55.25	39	82	60.95	1			1						49	79.6	59.51
	V2		63			74												71.4	
WHITTIER ELEMENT	V1	3			22	82	62.41	2			6	50	52.50				33	75.8	59.30
	V2					73						50						60.6	
TOTAL	V1	732	45	48.34	4086	76	61.17	559	39	46.35	947	66	59.61	31	58	51.74	5955	67.9	57.64
	V2		35			67			30			55			48			58.5	

SAN DIEGO CITY SCHOOLS
DSD 514-0101.1

V1 = 074
V2 = 081

TEST RESULTS COMPARISON REPORT

CTBS LV-2 FORM-S TOTAL LANGUAGE
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
ADAMS ELEMENTARY	V1 V2	8	38 25	73.88	40	68 45	79.30	5	60 20	74.80	9	67 56	72.33				62	62.9 41.9	77.23
ALCOTT ELEMENTAR	V1 V2	7	71 43	77.14	37	73 54	80.16				2						46	73.9 54.3	80.02
ANDERSEN ELEMENT	V1 V2	6	33 17	68.67	22	45 32	73.23				8	63 63	73.00				36	47.2 36.1	72.42
ANGIER ELEMENTAR	V1 V2	3			35	34 17	68.57	10	30 20	62.60	9	33 22	65.22				57	31.6 17.5	66.54
AUDUBON ELEMENTA	V1 V2	20	25 10	62.45	18	44 22	68.94	22	27 14	58.09	9	44 22	72.22				69	33.3 15.9	64.03
BARNARD ELEMENTA	V1 V2	5	40 20	67.60	36	50 31	72.11	2			3						46	47.8 26.1	71.02
BAY PARK ELEMENT	V1 V2	5			42	76 55	80.00	1			1			2			51	66.7 49.0	77.80
BAYVIEW TERRACE	V1 V2	8	63 38	74.88	35	71 51	77.74	3			3						49	71.4 51.0	77.08
BEALE ELEMENTARY	V1 V2	1			14	64 36	75.64	2			11			1			29	44.8 24.1	63.45
BIRD ROCK ELEMEN	V1 V2	1			25	92 84	89.52	1									27	88.9 81.5	87.85
BIRNEY ELEMENTAR	V1 V2	16	44 25	70.69	34	41 38	75.62	1									51	41.2 33.3	73.49
BOONE ELEM	V1 V2	20	40 10	66.15	20	40 30	64.90	21	19 10	64.90	19	74 47	80.79				80	42.5 23.8	68.99
BROOKLYN ELEMENT	V1 V2	18	11 6	63.72	24	38 21	66.08	4			2						48	25.0 12.5	64.56
CABRILLO ELEMENT	V1 V2				30	57 40	74.87	2									32	53.1 37.5	73.63
CADMAN ELEMENTAR	V1 V2	12	8 8	55.50	37	81 54	81.78	1			1			1			52	65.4 42.3	75.48
CARSON ELEMENTAR	V1 V2	14	29 21	67.50	30	57 33	74.33	8	63 38	72.25	7	57 43	75.43				59	50.8 32.2	72.56
CARVER ELEMENTAR	V1 V2	5	60 60	74.60	21	67 33	77.95	2			3			1			32	71.9 40.6	78.19

SAN DIEGO CITY SCHOOLS
D?? ST4-0103.1
V1 = 374
V2 = 361

TEST RESULTS COMPARISON REPORT
CTBS LV-2 FORM-S TOTAL LANGUAGE
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
CENTRAL ELEMENTA	V1	22			17	29	61.94	11	27	60.27	5						55	18.2	58.15
	V2					12			27									9.1	
CHESTERTON ELEME	V1	5	20	61.60	42	55	73.40	4	25	67.00	9	33	63.89				60	46.7	70.57
	V2		20			29			25			22						26.7	
CLAY ELEMENTARY	V1	3			26	62	78.00				1						30	56.7	76.53
	V2					54												50.0	
CLEVELAND ELEMEN	V1	1			34	50	72.26				2			1			38	50.0	73.11
	V2					26												28.9	
CROWN POINT ELEM	V1	7	43	65.71	26	65	77.96										33	60.6	75.36
	V2		29			42												39.4	
CUBBERLEY ELEMEN	V1	2			16	69	79.19	2			5	60	74.20	1			26	61.5	77.50
	V2					56						40						50.0	
CURIE ELEMENTARY	V1	4	75	83.50	67	78	80.18	2			8	63	76.25				81	74.1	79.23
	V2		50			58						50						55.6	
DAILARD ELEMENTA	V1	3			71	80	82.59	2			3						79	78.5	82.24
	V2					59												59.5	
DARNALL ELEMENTA	V1	8	63	72.63	13	46	69.69	2			2						25	44.0	68.44
	V2		38			15												20.0	
DECATUR ELEMENTA	V1	2			41	88	86.71	3			3						49	83.7	84.47
	V2					68												65.3	
DEWEY ELEMENTARY	V1	4	75	82.50	9	67	77.67	2			8	63	75.75				23	60.9	75.52
	V2		75			56						63						56.5	
DOYLE ELEMENTARY	V1	2			27	81	83.33										29	79.3	83.10
	V2					70												69.0	
EDISON ELEMENTAR	V1	8	25	60.75	15	27	70.93	3			1			1			28	28.6	66.43
	V2		25			20												17.9	
ENCANTO ELEMENTA	V1	24	21	56.42	79	70	81.61	38	29	63.92	3						144	50.7	72.51
	V2		8			58			16									38.2	
EUCLID ELEMENTAR	V1	10	30	64.70	29	59	72.69	11	36	67.73	3	99	80.00				53	50.9	70.57
	V2		20			34			9			33						26.4	
FARNUM ELEMENTAR	V1	2			31	42	67.77	1									34	41.2	67.56
	V2					35												32.4	

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

V1 = 074
V2 = 381

TEST RESULTS COMPARISON REPORT
CTBS LV-2 FORM-S TOTAL LANGUAGE
TEST DATE - 04/80

GRADE 05

		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
SCHOOL		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
FIELD ELEMENTARY	V1 V2				25	52 36	73.76	1			2						28	57.1 39.3	75.11
FLETCHER ELEMENT	V1 V2	1			5	80 60	84.80	1			1						8	75.0 50.0	79.50
FLORENCE ELEMENT	V1 V2				17	65 53	74.00										17	64.7 52.9	74.00
FORWARD ELEMENTA	V1 V2	2			39	62 44	77.51	2			2			1			46	63.0 41.3	77.98
FOSTER ELEMENTAR	V1 V2	10	60 30	72.70	39	64 38	77.74	6	17 17	61.00	3			2			60	58.3 36.7	75.33
FRANKLIN ELEMENT	V1 V2	5	60 40	74.80	30	30 20	70.87	1			1			1			38	47.4 21.1	71.26
FREMONT ELEMENTA	V1 V2	9	56 44	71.67	22	68 36	75.09	10	10 10	60.70							41	51.2 31.7	70.83
GAGE ELEMENTARY	V1 V2	4	75 50	79.00	97	82 62	83.87	5	80 60	81.00	6	67 67	84.17	4	75 50	72.75	116	81.0 61.2	83.22
GRANT ELEMENTARY	V1 V2	5	60 60	70.20	66	77 53	81.26	5	80 60	80.40	3			1			80	76.3 55.0	80.91
GREEN ELEKENTARY	V1 V2	1			50	84 72	86.40	18	56 39	73.11	1			1			71	77.5 64.8	83.15
HAMILTON ELEMENT	V1 V2	16	31 6	64.50	36	44 36	69.42	4			3						59	42.4 27.1	68.85
HANCOCK ELEMENTA	V1 V2	11	27 18	68.73	84	38 21	67.56	9	11 11	61.44	18	44 17	66.00	2			124	36.3 20.2	67.06
HARDY ELEMENTARY	V1 V2	4	50 25	74.75	27	85 70	86.70	4	25 25	65.25	2						37	75.7 62.2	83.32
HAWTHORNE ELEMEN	V1 V2	5	80 80	82.00	21	86 67	83.90				2			1			29	79.3 65.5	81.38
HEARST ELEMENTAR	V1 V2	1			56	91 80	88.48	5	60 40	75.80	3						65	87.7 76.9	87.40
HOLMES ELEMENTAR	V1 V2	4	75 75	77.50	55	71 55	79.02	1			1						61	72.1 57.4	79.30
JACKSON ELEMENTA	V1 V2	6	83 67	81.00	21	81 67	80.10	7	29 29	64.42	2						36	72.2 61.1	77.81

SAN DIEGO CITY SCHOOLS
DSD ST4-0103.1

V1 = 074
V2 = 081

TEST RESULTS COMPARISON REPORT

CTBS LV-2 FORM-S TOTAL LANGUAGE
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0) N	HISPANIC (0) %	HISPANIC (0) X̄	WHITE (1,6) N	WHITE (1,6) %	WHITE (1,6) X̄	BLACK (2) N	BLACK (2) %	BLACK (2) X̄	ASIAN (3,7,8) N	ASIAN (3,7,8) %	ASIAN (3,7,8) X̄	ALSKN/INDN (4) N	ALSKN/INDN (4) %	ALSKN/INDN (4) X̄	TOTAL ALL GRPS N	TOTAL ALL GRPS %	TOTAL ALL GRPS X̄
JEFFERSON ELEMEN	V1	17	24	66.29	34	62	74.94	1			3						55	43.6	70.96
	V2		18			38												29.1	
JERABEK ELEMENTA	V1	3			32	88	85.56	1			2						38	89.5	85.34
	V2					84												81.6	
JONES ELEMENTARY	V1	3			54	72	79.54	2			6	50	79.00	1			66	66.7	78.26
	V2					56						50						53.0	
JUAREZ ELEMENTAR	V1	5	60	80.00	20	45	68.45	3			5	80	86.60				33	57.6	73.48
	V2		60			20						60						36.4	
LAFAYETTE ELEMEN	V1	2			43	65	79.33	4	75	75.00	4	75	75.75				53	64.2	77.92
	V2					47			25			50						43.4	
LA JOLLA ELEMENT	V1	7	29	70.57	63	83	86.10				1						71	77.5	84.77
	V2		29			73												69.0	
LEE ELEMENTARY	V1	35	34	68.91	36	44	73.79	20	45	72.60	19	84	83.16				110	48.2	73.63
	V2		26			31			25			68						34.5	
LINDA VISTA ELEM	V1	20	40	68.25	31	48	71.03	11	36	65.36	8	25	63.13	1			71	40.8	68.34
	V2		10			29			9			13						18.3	
LINDBERGH ELEMEN	V1	13	46	72.69	86	57	76.14	25	48	69.00	7	71	84.29				131	55.0	74.87
	V2		23			43			24			71						38.9	
LOMA PORTAL ELEM	V1	1			40	83	85.73	2			3						46	82.6	85.63
	V2					70												69.6	
LONGFELLOW ELEME	V1	14	50	72.29	41	83	82.68	6	33	73.00	1			2			64	70.3	79.23
	V2		36			56			33									50.0	
MAC DOWELL ELEME	V1	1			37	84	85.08										38	81.6	84.34
	V2					70												68.4	
MARCY ELEMENTARY	V1	6	83	76.17	58	76	80.64				2			1			67	77.6	80.61
	V2		67			57												59.7	
MARSHALL ELEMENT	V1	6	33	71.50	16	44	72.25	9	33	66.78	4	99	92.75				35	45.7	73.06
	V2		33			38			22			99						40.0	
MARVIN ELEMENTAR	V1	6	67	78.33	92	83	83.39	3			1						102	82.4	83.24
	V2		50			66												66.7	
MASON ELEMENTARY	V1	15	33	71.33	76	67	76.86	3			15	73	78.20				109	61.5	75.79
	V2		27			43						47						40.4	
HICKMAN ELEMENTA	V1	8	38	67.88	45	40	70.33	3			10	70	80.50				66	43.9	71.61
	V2		25			29						60						33.3	

SAN DIEGO CITY SCHOOLS
DSD ST4-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 074
V2 = 381

CTBS LV-2 FORM-S TOTAL LANGUAGE
TEST DATE - 04780

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
MC KINLEY ELEMEN	V1 V2	10	50 20	72.80	55	71 49	80.67	2			1						68	66.2 42.6	78.72
MILLER ELEMENTAR	V1 V2	9	78 67	80.56	103	46 30	71.00	23	26 13	63.00	29	55 24	72.72				164	45.1 28.1	70.71
MIRAMAR RANCH	V1 V2	4	99 99	92.25	61	87 67	84.49				2						67	88.1 69.1	84.90
MONTEZUMA ELEMEN	V1 V2	3			11	55 27	75.91	3									17	52.9 29.4	75.47
ERICSON ELEMENTA	V1 V2	14	71 51	82.00	144	76 55	80.31	8	75 63	81.13	25	84 68	83.04				191	75.4 57.1	80.82
SANDBURG ELEMENT	V1 V2	13	62 23	75.38	79	72 53	81.01	3			24	83 63	82.75	1			120	72.5 51.7	80.54
OAK PARK ELEMENT	V1 V2	9	44 22	68.67	46	46 28	73.11	24	25 21	61.13	3						82	41.5 25.6	69.37
OCEAN BEACH ELEM	V1 V2	3			41	46 27	73.61	1			2						47	46.8 29.8	73.17
PACIFIC BEACH EL	V1 V2	1			37	59 35	75.49				1						39	56.4 33.3	74.82
PARADISE HILLS E	V1 V2	17	29 18	67.53	28	54 39	71.57	21	48 24	70.00	58	81 59	79.97				124	62.1 42.1	74.68
PENN ELEMENTARY	V1 V2							1									1	0.0 0.0	33.00
PERRY ELEMENTARY	V1 V2	3			18	28 11	66.44	4			18	78 33	78.89				43	48.8 18.6	70.81
ROLANDO PARK ELE	V1 V2	10	80 80	86.10	27	93 63	86.04	14	57 36	78.93	2						53	81.1 58.5	83.91
ROSS ELEMENTARY	V1 V2	5	40 20	64.20	25	52 24	72.28				2						32	53.1 28.1	72.16
ROWAN ELEMENTARY	V1 V2	9	56 11	67.22	9	44 11	70.44	6	50 17	72.17	1			1			26	53.8 19.2	70.77
SCRIPPS ELEMENTA	V1 V2	2			25	68 56	81.80										27	66.7 55.6	81.96
SEQUOIA ELEMENTA	V1 V2	10	40 20	67.50	15	60 47	77.00				1						26	53.8 38.5	74.00

SAN DIEGO CITY SCHOOLS
DSD 5T4-0103.1
V1 = 074
V2 = 081

TEST RESULTS COMPARISON REPORT
CTBS LV-2 FORM-S TOTAL LANGUAGE
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (G) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
SESSIONS ELEMENT	V1	5	60	75.40	62	68	79.21	1			2			1			71	66.2	78.66
	V2		40			56												53.5	
SILVER GATE ELEM	V1				77	73	79.58	29	24	62.86	2						108	60.2	75.36
	V2					48			10									38.9	
SPRECKELS ELEMEN	V1	2			57	70	81.37				2						61	70.5	81.57
	V2					61												60.7	
SUNSET VIEW ELEM	V1				49	73	82.94	5			1						55	70.9	82.75
	V2					69												67.3	
TIERRASANTA ELEM	V1	4	99	85.00	88	63	76.45	2			8	75	75.38				102	66.7	76.51
	V2		75			47						38						46.1	
TOLER ELEMENTARY	V1				36	75	82.03				1						37	75.7	82.32
	V2					58												59.5	
TORREY PINES ELE	V1	4			45	71	82.87	3			1						53	66.0	81.23
	V2					62												58.5	
VISTA GRANDE ELE	V1	2			45	80	82.71	3			3						53	77.4	81.53
	V2					56												52.8	
WALKER ELEMENTAR	V1	8	75	80.63	104	62	76.88	9	33	63.56	21	81	82.29	1			143	62.9	76.79
	V2		50			42			22			67						44.8	
WASHINGTON ELEM	V1	10	10	58.10	8	25	68.00							1			19	21.1	63.37
	V2		10			25												15.8	
WEGEFORTH ELEMEN	V1	3			28	39	69.21	1			3						35	40.0	68.43
	V2					25												25.7	
BENCHLEY/WEINBER	V1				36	83	86.31	2			2						40	80.0	85.23
	V2					75												72.5	
WHITMAN ELEMENTA	V1	8	63	72.88	39	72	78.74	1			1						49	71.4	77.86
	V2		25			51												46.9	
WHITTIER ELEMENT	V1	3			22	59	74.86	2			6	83	79.33				33	54.5	75.06
	V2					41						67						42.4	
TOTAL	V1	703	40	68.75	3959	66	78.22	529	37	67.04	510	69	77.49	31	52	70.00	5732	60.6	75.92
	V2		27			47			22			51			35			43.6	

SAN DIEGO CITY SCHOOLS
DSD S14-0103..

V1 = 063
V2 = 065

TEST RESULTS COMPARISON REPORT

CTBS LV-2 FORM-S TOTAL MATHEMATICS
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0) N	HISPANIC (0) %	HISPANIC (0) X̄	WHITE (1,6) N	WHITE (1,6) %	WHITE (1,6) X̄	BLACK (2) N	BLACK (2) %	BLACK (2) X̄	ASIAN (3,7,8) N	ASIAN (3,7,8) %	ASIAN (3,7,8) X̄	ALSKN/INDN (4) N	ALSKN/INDN (4) %	ALSKN/INDN (4) X̄	TOTAL ALL GRPS N	TOTAL ALL GRPS %	TOTAL ALL GRPS X̄
ADAMS ELEMENTARY	V1 V2	8	88 75	71.88	41	76 68	71.49	5	40 40	61.40	9	89 89	73.00				63	76.2 69.8	70.95
ALCOTT ELEMENTAR	V1 V2	7	43 43	70.86	37	81 73	72.22				2						46	76.1 69.6	72.26
ANDERSEN ELEMENT	V1 V2	5	60 60	67.20	21	67 57	64.71				8	63 63	67.63				34	64.7 58.8	65.76
ANGIER ELEMENTAR	V1 V2	3			35	29 26	55.09	10	20 20	52.40	9	33 33	57.00				57	26.3 24.6	53.96
AUDUBON ELEMENTA	V1 V2	20	55 50	60.35	18	50 44	61.72	22	18 18	49.05	9	67 56	67.00				69	43.5 39.1	57.97
BARNARD ELEMENTA	V1 V2	5	60 60	65.80	36	53 53	64.11	2			3						46	54.3 54.3	64.07
BAY PARK ELEMENT	V1 V2	5	40 40	56.20	42	64 64	69.05	1			1			2			51	60.8 60.8	67.37
BAYVIEW TERRACE	V1 V2	8	63 38	59.63	38	66 63	67.63	4	50 50	54.75	3						53	66.0 60.4	66.25
BEALE ELEMENTARY	V1 V2	1			14	64 50	62.50	2			11	55 45	55.73	1			29	55.2 44.8	58.41
BIRD ROCK ELEMEN	V1 V2	1			25	96 92	83.64	1									27	88.9 85.2	81.07
BIRNEY ELEMENTAR	V1 V2	18	38 31	53.44	31	55 52	65.71	1									48	47.9 43.8	61.02
BOONE ELEM	V1 V2	19	37 32	54.68	20	30 30	50.50	20	30 25	54.70	19	74 58	67.74				78	42.3 35.9	56.79
BROOKLYN ELEMENT	V1 V2	21	43 33	55.71	32	53 53	64.44	4	25 25	54.50	3						60	48.3 45.0	60.65
CABRILLO ELEMENT	V1 V2				29	69 66	69.03	2									31	67.7 61.3	67.74
CADMAN ELEMENTAR	V1 V2	11	36 36	55.18	37	89 86	77.14	1			1			1			51	76.5 74.5	72.04
CARSON ELEMENTAR	V1 V2	13	54 46	60.54	33	67 67	70.00	8	63 63	64.88	8	75 75	66.38				62	64.5 62.9	66.89
CARVER ELEMENTAR	V1 V2	5	80 80	68.80	21	81 76	71.62	2			3						32	81.3 71.9	71.16

SAN DIEGO CITY SCHOOLS
DSD ST4-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 063
V2 = 065

CTBS LV-2 FORM-S TOTAL MATHEMATICS
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0) N	HISPANIC (0) %	HISPANIC (0) X̄	WHITE (1,6) N	WHITE (1,6) %	WHITE (1,6) X̄	BLACK (2) N	BLACK (2) %	BLACK (2) X̄	ASIAN (3,7,8) N	ASIAN (3,7,8) %	ASIAN (3,7,8) X̄	ALSKN/INDN (4) N	ALSKN/INDN (4) %	ALSKN/INDN (4) X̄	TOTAL ALL GRPS N	TOTAL ALL GRPS %	TOTAL ALL GRPS X̄
CENTRAL ELEMENTA	V1	22	27	49.09	17	24	53.35	11	27	45.55	5						55	21.6	49.73
	V2		14			24			18									16.4	
CHESTERTON ELEME	V1	5	40	55.80	38	66	64.84	4	25	57.00	8	50	61.63				55	50.9	62.98
	V2		40			61			25			50						54.5	
CLAY ELEMENTARY	V1	3			26	69	68.65				1						30	63.3	67.63
	V2					62												56.7	
CLEVELAND ELEMEN	V1	1			32	50	62.19				2			1			36	52.8	63.33
	V2					50												52.8	
CROWN POINT ELEM	V1	6	33	56.00	26	58	64.96										32	53.1	63.28
	V2		33			50												46.9	
CUBBERLEY ELEMEN	V1	2			15	67	66.73	2			5	40	58.60	1			25	56.0	64.08
	V2					60						40						52.0	
CURIE ELEMENTARY	V1	4	99	80.50	67	88	76.57	2			8	88	79.38				81	86.4	76.28
	V2		99			88						88						86.4	
DAILARD ELEMENTA	V1	3			80	91	77.76	4	50	63.00	3						90	90.0	77.29
	V2					89			50									86.7	
DARNALL ELEMENTA	V1	8	63	67.88	12	42	62.75	2			2						24	41.7	60.58
	V2		63			42												41.7	
DECATUR ELEMENTA	V1	2			41	80	77.51	3			3						49	77.6	76.98
	V2					78												75.5	
DEWEY ELEMENTARY	V1	4	75	62.75	9	67	68.78	2			8	75	71.63				23	65.2	67.43
	V2		50			67						75						60.9	
DOYLE ELEMENTARY	V1	2			27	70	72.63										29	69.0	72.24
	V2					70												69.0	
EDISON ELEMENTAR	V1	8	25	50.00	15	20	53.73	3			1			1			28	21.4	52.04
	V2		25			13												17.9	
ENCANTO ELEMENTA	V1	23	22	47.04	74	77	74.77	33	33	50.30	2						132	55.3	63.34
	V2		13			76			33									53.0	
EUCLID ELEMENTAR	V1	10	20	51.90	29	59	61.55	11	36	56.09	3						53	47.2	59.11
	V2		20			45			18									35.8	
FARNUM ELEMENTAR	V1	2			29	41	60.38	1									32	43.8	60.81
	V2					38												40.6	

SAN DIEGO CITY SCHOOLS
DSD S14-0103.1

TEST RESULTS COMPARISCN REPORT

V1 = 063
V2 = 065

CTBS LV-2 FORM-S TOTAL MATHEMATICS
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
FIELD ELEMENTARY	V1 V2				25	56 56	64.68	1			2						28	60.7 60.7	65.61
FLETCHER ELEMENT	V1 V2	2			9	78 67	72.56	4	75 75	72.25	1						16	81.3 75.0	72.44
FLORENCE ELEMENT	V1 V2				17	53 53	63.41										17	52.9 52.9	63.41
FORWARD ELEMENTA	V1 V2	2			38	79 68	73.39	2			2			1			45	80.0 71.1	73.56
FOSTER ELEMENTAR	V1 V2	10	80 70	68.20	42	71 61	68.62	7	14 14	46.14	3			2			64	67.2 62.5	66.23
FRANKLIN ELEMENT	V1 V2	5	20 20	57.60	29	62 52	66.72	1			1			1			37	59.5 51.4	65.95
FREMONT ELEMENTA	V1 V2	9	44 44	59.11	21	43 38	57.24	10	20 10	49.60							40	37.5 32.5	55.75
GAGE ELEMENTARY	V1 V2	4	75 75	80.25	97	87 85	76.96	5	80 80	71.60	6	99 99	80.33	4	75 75	68.75	116	86.2 84.5	76.73
GRANT ELEMENTARY	V1 V2	4	25 25	55.25	64	72 70	70.48	5	80 80	70.60	3			1			77	72.1 72.0	69.99
GREEN ELEMENTARY	V1 V2	1			50	86 86	78.00	18	61 61	64.61	1			1			71	80.3 80.3	74.87
HAMILTON ELEMENT	V1 V2	16	44 44	57.69	36	56 56	64.67	4			3						59	50.8 49.2	62.10
HANCOCK ELEMENTA	V1 V2	11	45 36	58.00	84	46 43	61.15	9	11 11	49.67	18	22 22	56.67	2			124	40.3 37.1	59.49
HARDY ELEMENTARY	V1 V2	4	50 50	70.00	34	76 76	77.09	6	33 33	56.00	3						47	70.2 68.1	73.83
HAWTHORNE ELEMEN	V1 V2	5	80 80	77.60	21	95 95	78.86				2			1			29	86.2 86.2	77.52
HEARST ELEMENTAR	V1 V2	1			56	89 89	82.86	5	60 40	67.20	3						65	87.7 86.2	82.05
HOLMES ELEMENTAR	V1 V2	4	75 75	70.75	55	73 69	70.13	1			1						61	73.8 70.5	70.70
JACKSON ELEMENTA	V1 V2	6	67 50	63.17	21	71 71	71.95	7	29 29	57.43	2						36	63.9 61.1	60.53

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SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

TEST RESULTS COMPARISON REPORT

V1 = 063
V2 = 065

CTBS LV-2 FORM-S TOTAL MATHEMATICS
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0) N	%	X̄	WHITE (1,6) N	%	X̄	BLACK (2) N	%	X̄	ASIAN (3,7,8) N	%	X̄	ALSKN/INDN (4) N	%	X̄	TOTAL ALL GRPS N	%	X̄
JEFFERSON ELEMEN	V1	16	44	61.44	34	62	66.29	1			2						53	54.7	63.72
	V2		38			62												52.8	
JERABEK ELEMENTA	V1	4			32	81	71.75	1			3						40	72.5	70.18
	V2					75												67.5	
JONES ELEMENTARY	V1	3			53	68	70.36	2			6	50	69.33	1			65	63.1	69.11
	V2					66						50						60.0	
JUAREZ ELEMENTAR	V1	5	80	74.00	20	55	61.45	3			5	80	77.00				33	66.7	65.76
	V2		80			50						80						60.6	
LAFAYETTE ELEMEN	V1	2			42	79	72.76	4	50	65.25	4	75	73.50				52	73.1	71.48
	V2					74			50			75						69.2	
LA JOLLA ELEMENT	V1	8	75	68.00	62	79	75.24				1						71	78.9	74.69
	V2		63			77												76.1	
LEE ELEMENTARY	V1	35	43	61.91	36	58	67.92	20	45	61.70	19	79	75.63				110	54.5	66.21
	V2		37			56			40			74						50.0	
LINDA VISTA ELEM	V1	20	35	59.65	31	58	61.61	11	27	54.36	10	50	59.60	1			73	46.6	59.78
	V2		35			58			27			50						46.6	
LINDBERGH ELEMEN	V1	13	69	67.38	86	64	66.52	27	44	58.74	7	86	71.43				133	61.7	65.29
	V2		54			59			30			86						54.1	
LOMA PORTAL ELEM	V1	1			39	87	77.90	2			3						45	84.4	77.90
	V2					85												82.2	
LONGFELLOW ELEME	V1	14	86	67.21	41	85	77.95	5	40	66.00	1			2			63	82.5	74.63
	V2		71			80			40									76.2	
MAC DOWELL ELEME	V1	5	20	57.00	54	72	70.78	2			1						62	67.7	69.63
	V2		20			67												62.9	
MARCY ELEMENTARY	V1	6	83	78.33	59	76	73.39				2			1			68	77.9	74.38
	V2		83			71												73.5	
MARSHALL ELEMENT	V1	6	33	67.50	16	63	66.69	9	44	55.78	4	99	82.50				35	57.1	65.83
	V2		33			63			44			99						57.1	
MARVIN ELEMENTAR	V1	5	60	68.60	95	86	77.05	3			2						105	85.7	76.59
	V2		40			85												83.8	
MASON ELEMENTARY	V1	15	33	60.67	74	62	67.43	3			15	99	74.00				107	62.6	67.07
	V2		33			59						99						60.7	
MICKMAN ELEMENTA	V1	8	50	61.50	44	50	62.91	3			10	90	71.90				65	55.4	63.91
	V2		50			50						90						55.4	

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SAN DIEGO CITY SCHOOLS
DSD 574-0103.1
V1 = 063
V2 = 063

TEST RESULTS COMPARISON REPORT
CTBS LV-2 FORM-S TOTAL MATHEMATICS
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X	N	%	X	N	%	X	N	%	X	N	%	X	N	%	X
MC KINLEY ELEMEN	V1	10	70	67.90	55	82	75.24	2			1						68	80.9	74.10
	V2		60			80												77.9	
MILLER ELEMENTAR	V1	9	56	68.35	103	63	64.83	23	22	53.30	29	59	66.21				164	56.1	63.65
	V2		56			54			22			55						50.0	
MIRAMAR RANCH	V1	4	99	78.25	61	93	79.72				2						67	94.0	79.45
	V2		99			93												94.0	
MONTEZUMA ELEMEN	V1	3			12	42	57.08	3									18	38.9	56.56
	V2					33												33.3	
ERICSON ELEMENTA	V1	13	92	75.46	144	69	70.15	8	75	67.38	25	84	74.20				190	73.2	70.93
	V2		85			67			75			84						70.5	
SANDBURG ELEMENT	V1	13	46	61.15	78	77	72.40	3			24	71	69.17	1			119	71.4	70.35
	V2		38			76						71						69.7	
OAK PARK ELEMENT	V1	9	22	53.11	45	33	58.76	25	16	47.36	3	99	73.67				82	29.3	55.21
	V2		22			33			16			67						28.0	
OCEAN BEACH ELEM	V1	3			41	51	62.80	1			2						47	51.1	62.62
	V2					46												46.8	
PACIFIC BEACH EL	V1	1			37	76	70.68				1						39	71.8	69.08
	V2					70												66.7	
PARADISE HILLS E	V1	17	41	59.06	28	64	64.89	22	36	60.73	58	76	70.33				125	61.6	65.89
	V2		35			61			36			76						60.0	
PENN ELEMENTARY	V1	11	27	57.00	33	42	63.30	15	33	58.67	33	73	71.52				92	50.0	64.74
	V2		27			42			33			64						46.7	
PERRY ELEMENTARY	V1	3			18	33	60.67	4	25	37.75	18	50	65.22				43	37.2	60.40
	V2					33			25			50						37.2	
ROLANDO PARK ELE	V1	10	80	76.20	27	81	73.78	14	50	64.57	2						53	73.6	72.00
	V2		80			81			50									73.6	
ROSS ELEMENTARY	V1	5	40	59.60	23	44	61.13				2						30	46.7	62.30
	V2		40			35												40.0	
ROWAN ELEMENTARY	V1	9	44	56.44	9	33	61.11	6	33	59.50	1			1			26	42.3	59.85
	V2		44			33			33									38.5	
SCRIPPS ELEMENTA	V1	2			25	96	77.84										27	96.3	77.74
	V2					92												92.6	
SEQUOIA ELEMENTA	V1	10	40	62.50	15	67	70.53				1						26	57.7	67.54
	V2		40			67												57.7	

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

V1 = 263
V2 = 065

TEST RESULTS COMPARISON REPORT

CTBS LV-2 FORM-S TOTAL MATHEMATICS
TEST DATE - 04/80

GRADE 05

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
SESSIONS ELEMENT	V1	5	60	67.40	62	76	72.87	1			2			1			71	74.6	72.51
	V2		60			76												74.6	
SILVER GATE ELEM	V1				77	79	75.18	29	31	55.48	2						108	65.7	70.06
	V2					77			28									63.[illegible]	
SPRECKELS ELEMEN	V1	2			59	69	71.73				2						63	68.3	71.94
	V2					69												68.3	
STEVENSON ELEMEN	V1	6	50	60.50	24	58	67.[illegible]9				1						31	54.8	64.52
	V2		50			58												54.8	
SUNSET VIEW ELEM	V1				49	88	75.24	5	40	59.20	1						55	83.6	74.09
	V2					82			40									78.2	
TIERRASANTA ELEM	V1	4	75	76.00	89	73	71.30	2			8	88	72.00				103	73.8	71.20
	V2		75			73						75						72.8	
TOLER ELEMENTARY	V1				35	77	74.71				1						36	77.8	74.58
	V2					71												72.2	
TORREY PINES ELE	V1	4	50	57.00	49	78	76.82	4	75	70.25	1						58	75.9	75.05
	V2		50			78			75									75.9	
VISTA GRANDE ELE	V1	2			45	80	70.96	3			3						53	79.2	70.74
	V2					80												79.2	
WALKER ELEMENTAR	V1	8	88	73.75	104	67	66.61	9	33	54.44	21	71	70.71	1			143	66.4	66.61
	V2		75			63			33			67						62.2	
WASHINGTON ELEM	V1	10	60	57.10	8	13	55.88							1			19	42.1	58.00
	V2		40			13												31.6	
WEGEFORTH ELEMEN	V1	3			28	21	55.18	1			3						35	22.9	54.20
	V2					18												17.1	
BENCHLEY/WEINBER	V1				36	94	78.67	2			2						40	92.5	77.60
	V2					92												90.0	
WHITMAN ELEMENTA	V1	8	50	62.63	39	82	71.36	1			1						49	75.5	69.67
	V2		38			74												67.3	
WHITTIER ELEMENT	V1	3			22	73	69.14	2			6						33	66.7	68.09
	V2					59												57.6	
TOTAL	V1	719	47	61.12	4046	70	70.07	553	37	56.72	550	72	69.98	31	61	64.03	5899	64.1	67.69
	V2		43			67			34			69			61			60.9	

SAN DIEGO CITY SCHOOLS
DSD S14-0103.1
V1 = 053
V2 = 057

TEST RESULTS COMPARISON REPORT

CTBS LV-3 FORM-S TOTAL READING
TEST DATE - 11/79

GRADE 08

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄	N	%	X̄
GOMPERS SECONDAR	V1	9			30	83	69.50	115	21	37.97	6	17	47.17				160	31.9	43.55
	V2					80			12			17						24.4	
MEMORIAL JUNIOR	V1	91	19	39.35	19	63	59.32	50	12	36.86	3						163	22.1	40.99
	V2		13			63			12									19.0	
TOTAL	V1	100	18	38.15	49	76	65.55	165	18	37.63	9	22	46.00				323	26.9	42.26
	V2		12			73			12			22						21.7	

SAN DIEGO CITY SCHOOLS
DSD 514-0103.1

TEST RESULTS COMPARISON REPORT

V1 = J55
V2 = J59

CTBS LV-3 FORM-S TOTAL LANGUAGE
TEST DATE - 11/79

GRADE 08

SCHOOL		HISPANIC (0) N	HISPANIC (0) %	HISPANIC (0) X̄	WHITE (1,6) N	WHITE (1,6) %	WHITE (1,6) X̄	BLACK (2) N	BLACK (2) %	BLACK (2) X̄	ASIAN (3,7,8) N	ASIAN (3,7,8) %	ASIAN (3,7,8) X̄	ALSKN/INDN (4) N	ALSKN/INDN (4) %	ALSKN/INDN (4) X̄	TOTAL ALL GRPS N	TOTAL ALL GRPS %	TOTAL ALL GRPS X̄
GOMPERS SECONDAR	V1	7			31	87	65.16	109	24	42.92	6	67	54.00				153	37.9	47.23
	V2					77			15			67						26.8	
MEMORIAL JUNIOR	V1	85	13	39.67	19	58	54.68	50	14	38.58	3						157	19.7	41.38
	V2		7			37			4									10.6	
TOTAL	V1	92	13	38.87	50	76	61.18	159	21	41.55	9	67	53.44				310	28.7	44.27
	V2		7			62			11			67						19.7	

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SAN DIEGO CITY SCHOOLS                            TEST RESULTS COMPARISON REPORT
DSD ST4-0103.1
                  V1 = 356                   CTBS LV-3 FORM-S TOTAL MATHEMATICS                GRADE 08
                  V2 = 362                          TEST DATE - 11/79
                       HISPANIC (0)     WHITE (1,6)      BLACK (2)      ASIAN (3,7,8)   ALSKN/INDN (4)   TOTAL ALL GRPS
    SCHOOL             N  %    X̄       N  %    X̄       N  %    X̄       N  %    X̄       N  %    X̄       N   %      X̄
----------------     --------------  --------------  --------------  --------------  --------------  ----------------

GOMPERS SECONDAR V1    9 33  49.33    34 82  78.56   112 33  47.49     7 57  64.57                    162 44.4  54.85
                 V2      33              79              25              57                                38.3

MEMORIAL JUNIOR  V1   77 36  48.86    16 81  66.88    46 15  42.83     3                              142 35.2  49.13
                 V2      23              63              11                                                24.6

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      TOTAL      V1   86 36  48.91    50 82  74.82   158 28  46.13    10 60  62.60                    304 40.1  52.18
                 V2      24              74              21              60                                31.9

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SAN DIEGO CITY SCHOOLS
DSD 514-3103.1

TEST RESULTS COMPARISON REPORT

V1 = 052
V2 = 057

CTBS LV-3 FORM-S TOTAL READING
TEST DATE - 11/79

GRADE 08

SCHOOL		HISPANIC (0)			WHITE (1,5)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X	N	%	X	N	%	X	N	%	X	N	%	X	N	%	X
BELL JUNIOR HIGH	V1	74	46	50.75	80	55	54.58	91	41	43.29	114	68	58.97	2			363	53.9	53.60
	V2		34			50			31			61						45.7	
COLLIER JUNIOR H	V1	30	16	41.53	124	78	63.05	11	45	54.09	12	66	58.83				177	64.9	58.56
	V2		13			70			36			66						58.1	
DANA JUNIOR HIGH	V1	10	40	51.70	178	79	65.29	29	65	55.03	1			1			219	76.7	63.29
	V2		60			75			44									70.3	
EINSTEIN JUNIOR	V1	38	44	49.71	164	73	61.59	47	38	51.19	35	40	45.71	2			286	59.7	56.31
	V2		31			67			38			37						53.4	
HALE JUNIOR HIGH	V1	51	49	53.65	272	73	60.00	60	31	44.75	29	58	54.72	2			414	63.0	56.74
	V2		45			68			23			48						57.4	
LEWIS JUNIOR HIG	V1	16	62	53.38	265	84	65.72	61	31	44.00	6	99	71.50	1			349	74.4	61.48
	V2		43			79			21			99						67.9	
MANN JUNIOR HIGH	V1	51	49	51.04	227	74	61.48	71	42	49.54	19	57	57.37	1			369	63.6	57.52
	V2		35			67			35			52						56.3	
MARSTON JUNIOR H	V1	60	31	42.73	224	75	60.67	33	18	40.55	12	75	57.17	1			330	62.1	55.29
	V2		18			67			12			58						52.7	
MONTGOMERY JUNIO	V1	35	37	45.20	157	73	59.03	31	51	52.90	36	44	47.53	1			260	61.9	54.90
	V2		25			64			41			38						54.6	
MUIRLANDS JUNIOR	V1	43	48	51.95	217	91	69.75	36	30	42.11	8	99	75.63				304	78.2	64.12
	V2		39			89			19			87						74.3	
PACIFIC BEACH JU	V1	71	42	46.37	237	81	65.09	11	63	55.36	5	99	72.40				324	72.5	60.77
	V2		30			78			45			99						66.9	
PERSHING JUNIOR	V1	61	36	46.25	403	80	64.29	54	40	49.65	10	50	53.40	1			529	71.0	60.51
	V2		29			76			31			40						65.9	
ROOSEVELT JUNIOR	V1	61	35	47.89	133	74	61.04	6	50	49.75	11	27	37.91	2			223	59.6	55.78
	V2		31			70			50			9						55.1	
STANDLEY JUNIOR	V1	14	78	61.29	283	85	66.25	47	42	47.00	24	70	61.42				368	78.8	63.29
	V2		79			79			29			66						72.0	
TAFT JUNIOR HIGH	V1	23	60	54.39	162	69	59.09	17	29	41.65	22	72	58.64	2			226	65.9	57.24
	V2		52			61			11			72						57.5	
WANGENHEIM JUNIO	V1	74	59	55.55	448	75	62.72	36	44	45.03	88	76	60.48	2			650	72.1	60.93
	V2		55			68			36			64						64.4	
WILSON JUNIOR HI	V1	97	42	46.91	164	62	56.73	31	32	43.10	18	55	55.28	1			311	52.7	52.26
	V2		31			54			25			50						44.3	
SERRA JR-SR HIGH	V1	24	66	59.92	311	67	59.05	34	35	45.32	49	55	53.22				418	63.6	57.33
	V2		59			60			20			48						55.7	
TOTAL	V1	837	44	49.41	4049	76	62.53	716	39	47.48	499	63	56.55	19	68	58.47	6120	66.9	58.52
	V2		36			70			30			56			68			60.0	

SAN DIEGO CITY SCHOOLS
RSD 310-3103.1

V1 = 055
V2 = 059

TEST RESULTS COMPARISON REPORT

CTBS LV-3 FORM-S TOTAL LANGUAGE
TEST DATE - 11/79

GRADE 08

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X	N	%	X	N	%	X	N	%	X	N	%	X	N	%	X
BELL JUNIOR HIGH	V1	74	34	50.86	77	51	54.52	87	34	45.67	106	71	60.47	1			345	51.0	54.12
	V2		32			40			26			62						42.0	
COLLIER JUNIOR H	V1	30	23	42.50	124	68	58.61	11	45	53.09	12	66	58.50				177	59.3	55.36
	V2		16			54			18			58						45.7	
DANA JUNIOR HIGH	V1	16	60	53.20	178	73	62.75	29	44	52.97	1	99	75.00	1			219	68.9	61.02
	V2		50			65			31			99						60.2	
EINSTEIN JUNIOR	V1	39	45	53.91	161	69	60.29	46	50	55.76	36	41	46.64	2			280	59.6	56.93
	V2		37			57			32			36						50.2	
HALE JUNIOR HIGH	V1	46	52	51.05	271	65	58.95	60	35	49.85	29	55	57.62	2			410	58.5	56.53
	V2		41			56			30			51						50.4	
LEWIS JUNIOR HIG	V1	17	52	51.00	262	82	64.97	60	41	53.17	5	99	72.60	1			345	73.6	61.93
	V2		52			74			33			80						65.7	
MANN JUNIOR HIGH	V1	47	47	54.91	215	71	60.92	67	49	52.25	17	82	61.06	1			347	65.7	58.44
	V2		40			63			37			64						55.3	
MARSTON JUNIOR H	V1	64	21	44.82	220	68	58.95	32	31	44.91	11	63	57.55	1			324	56.1	54.91
	V2		15			58			18			63						46.9	
MONTGOMERY JUNIO	V1	1			6	83	59.50	1			3						11	63.6	53.91
	V2					66												54.5	
MUIRLANDS JUNIOR	V1	43	41	52.14	216	81	65.21	35	22	45.09	8	87	72.75				302	69.2	61.22
	V2		32			75			17			87						62.5	
PACIFIC BEACH JU	V1	74	40	49.42	236	79	63.73	11	72	52.09	5	99	69.60				326	78.5	60.42
	V2		33			68			63			80						60.4	
PERSHING JUNIOR	V1	60	40	46.48	404	75	62.34	54	53	52.00	10	50	53.60	1			529	69.1	59.33
	V2		31			66			35			50						59.3	
ROOSEVELT JUNIOR	V1	58	31	47.22	136	64	58.09	15	46	47.00	11	27	41.09	2			222	52.7	53.66
	V2		18			59			33			9						44.5	
STANDLEY JUNIOR	V1	14	85	63.21	203	75	62.55	47	36	47.36	24	75	61.92				368	71.1	60.59
	V2		71			69			21			75						63.5	
TAFT JUNIOR HIGH	V1	22	36	51.45	196	60	57.46	16	18	46.94	22	68	59.36	2			218	55.9	56.22
	V2		27			50			18			54						46.3	
WANGENHEIM JUNIO	V1	74	55	56.04	441	67	59.85	38	39	53.30	84	73	61.80	2			639	65.5	59.10
	V2		45			58			31			67						56.9	
WILSON JUNIOR HI	V1	87	35	48.14	155	52	54.90	26	30	47.50	18	44	56.56	1			287	45.2	52.32
	V2		24			43			23			38						35.5	
SERRA JR-SR HIGH	V1	25	43	57.72	309	59	57.55	33	30	48.24	48	67	56.10				415	58.0	56.66
	V2		32			52			24			50						49.8	
TOTAL	V1	775	42	53.57	3850	70	60.61	668	39	47.80	450	66	58.57	17	64	55.71	5764	62.5	57.83
	V2		32			61			29			58			58			53.5	

SAN DIEGO CITY SCHOOLS
DSD 514-3103.1
V1 = 05C
V2 = C67

TEST RESULTS COMPARISON REPORT
CTBS LV-3 FORM-S TOTAL MATHEMATICS
TEST DATE - 11/79

GRADE 08

SCHOOL		HISPANIC (0)			WHITE (1,6)			BLACK (2)			ASIAN (3,7,8)			ALSKN/INDN (4)			TOTAL ALL GRPS		
		N	%	X	N	%	X	N	%	X	N	%	X	N	%	X	N	%	X
BELL JUNIOR HIGH	V1	77	55	58.69	82	58	61.73	91	43	53.51	115	80	72.25	2			367	61.0	62.40
	V2		36			53			31			73						50.9	
COLLIER JUNIOR H	V1	30	40	52.17	124	75	71.07	11	55	53.27	12	99	79.92				177	70.0	67.36
	V2		23			66			27			91						58.7	
DANA JUNIOR HIGH	V1	10	60	65.20	177	86	77.15	29	65	62.31	1			1			218	82.5	74.63
	V2		60			81			51									76.1	
EINSTEIN JUNIOR	V1	37	67	65.73	161	80	73.64	50	62	62.34	34	76	68.06	2			284	74.6	69.82
	V2		62			73			46			61						65.4	
HALE JUNIOR HIGH	V1	50	54	57.42	271	78	72.19	61	42	54.32	29	72	72.14	1			412	69.9	67.60
	V2		50			71			36			68						63.1	
LEWIS JUNIOR HIG	V1	17	70	69.29	272	88	80.36	60	56	57.25	6	99	93.50	1			356	80.8	76.09
	V2		70			85			41			99						77.5	
MANN JUNIOR HIGH	V1	49	59	63.12	228	77	72.50	67	61	62.01	19	89	83.47	2			365	72.6	69.87
	V2		51			71			53			89						66.0	
MARSTON JUNIOR H	V1	70	44	53.27	219	77	70.63	33	24	46.18	12	91	79.33	1			335	65.9	64.80
	V2		32			67			12			91						55.5	
MONTGOMERY JUNIO	V1	34	38	49.41	156	58	62.35	30	40	52.17	35	74	68.94	1			256	55.0	60.37
	V2		20			48			30			62						44.5	
MUIRLANDS JUNIOR	V1	43	53	63.65	216	87	80.22	36	30	45.50	8	99	90.38				303	76.5	73.78
	V2		46			82			25			99						71.6	
PACIFIC BEACH JU	V1	74	51	58.00	237	82	74.62	11	54	61.64	5	99	77.40				327	74.9	70.46
	V2		44			77			45			80						69.1	
PERSHING JUNIOR	V1	62	54	59.15	402	87	79.22	56	58	59.68	12	50	63.50	1			533	80.1	74.50
	V2		51			82			50			50						75.0	
ROOSEVELT JUNIOR	V1	65	49	56.42	137	72	71.31	19	57	58.47	11	63	60.36	2			234	64.5	65.53
	V2		35			68			57			54						57.5	
STANDLEY JUNIOR	V1	14	92	76.21	280	89	79.91	46	52	56.67	24	95	85.46				364	85.4	77.20
	V2		78			86			41			91						80.4	
TAFT JUNIOR HIGH	V1	23	56	59.09	159	64	66.98	17	35	45.24	22	72	73.86	2			223	62.3	65.49
	V2		39			57			35			72						55.6	
WANGENHEIM JUNIO	V1	74	70	65.96	450	70	68.88	37	37	53.16	92	80	73.10	2			655	69.7	68.42
	V2		55			53			29			72						62.2	
WILSON JUNIOR HI	V1	101	56	60.35	163	70	68.95	28	53	54.29	21	80	77.67	1			314	65.2	[illegible]
	V2		45			64			39			76						57.0	
SERRA JR-SR HIGH	V1	23	65	66.78	302	67	67.09	33	21	43.55	47	72	67.32				405	65.9	65.59
	V2		60			57			21			57						55.0	
TOTAL	V1	853	55	59.67	4036	78	73.31	715	47	55.47	505	79	73.22	19	78	70.42	6128	71.4	69.12
	V2		45			71			38			72			57			64.0	

CTB/McGRAW-HILL
10450 Pioneer Boulevard • Suite 5 • Santa Fe Springs, California 90670 • (213) 946-2362

DAVID B. WESTMORELAND, M. Ed.
Regional Manager

June 24, 1983

Dr. Grant Behnke
Assistant Director,
Evaluation Services
San Diego City Unified School District
4100 Normal Street
San Diego, California 92103

Dear Grant:

I have enclosed a copy of the statement by George Burket concerning the CTBS/U Scale Score adjustments. If you feel it would be better to prepare something different for your purposes please give me or John Stewart a call. John and I have discussed your situation.

As it regards your question concerning estimating CTBS/S means from CTBS/U data. I have also enclosed a in-house memo from Dr. Burket.

Please keep in touch so I can assist in any way possible. I am extremely interested in helping to correct the problems caused you by this unannounced change.

Sincerely,

David B Westmoreland

David B. Westmoreland
Regional Manager

DBW:bao
cc: John Stewart
Vern Dahl

encls.

ctbs U and V

Comprehensive Tests of Basic Skills, Forms U and V

CTB/McGRAW-HILL • DEL MONTE RESEARCH PARK • MONTEREY, CA 93940 • (408) 649-8400

TABLES FOR OBTAINING
GROUP SUMMARY STATISTICS FOR CTBS U AND V

A change in the methodology used to develop the Scale Scores for CTBS U and V means that the statistical characteristics of the CTBS U and V Scale Scores differ from those of the CTBS S & T. These differences in no way affect the interpretation of scores for individuals. They do, however, affect interpretation of mean Scale Scores and other group scores derived from them; i.e., SGEs, SNPs, and SNCEs.

Because the distributions of Scale Scores for CTBS U and V are generally negatively skewed rather than symmetrical as were those of CTBS S & T, the mean Scale Score tends to fall below the median achievement level of groups of students. However, the derived scores preferred by most users, NPs and GEs, are referenced to the median. For this reason, CTB/McGraw-Hill is changing the method of computing the SGE and SNP which it reports to users of CTBS U and V.

Beginning in the fall of 1982, the SGE has been defined as the grade and month of school at which the obtained Scale Score mean is equal to the national mean, rather than to the median as was previously the case. The SNP will now be the same as the NP of a student whose GE equals the SGE. The SGE and SNP will thus provide more readily interpretable descriptions of "average" levels of achievement than the SGEs and SNPs previously provided. In particular these procedures are designed to free the user from the need to deal with the technical ramifications of skewed normative distributions.

Where a central tendency in NCE units is desired, the mean NCE can and should be used; the SNCE is no longer meaningful and will not be reported.

As a matter of convenience to customers doing their own scoring, CTB/McGraw-Hill is making available a table of Scale Score adjustments for obtaining SGE and SNP values for CTBS U and V. The table is entered with the local mean Scale Score and the corresponding converted Scale Score is obtained. The SGE and SNP are then obtained by using the converted Scale Score to enter the regular GE and NP norms tables. (It should be emphasized that the converted or adjusted Scale Score is not intended for interpretation or use other than as an intermediate value in obtaining the SGE or SNP.)

George Burket, Ph.D.
Director
Statistical Analysis and Research

John T. Stewart
Senior Product Manager
(408) 649-7728

inter-office memorandum

To	John Stewart	From	George Burket
Company		Company	
Dept. or Pub.		Dept. or Pub.	
Floor or Branch		Floor and Ext. or Branch	
Subject	Estimating CTBS/S Means from CTBS/U Data	Date	May 20, 1983

The most accurate way to estimate from CTBS/U data what the mean would have been if CTBS/S had been administered would be to convert each individual score to the S scale, then compute the mean. Unfortunately, this procedure would ordinarily not be feasible.

Where the CTBS/U median is available (e.g., from the EVSUM), a reasonably good approximation to the S mean can be obtained by simply converting the U median to the S scale. This will be the best available estimate of the S median. Moreover, since distributions of scores on S generally show a high degree of symmetry, the S median is a fairly good estimate of the S mean.

Where only the U mean is available, a fair approximation to the S mean can be obtained by first adjusting the U mean as is done in obtaining SGEs, and then converting to the S scale.